Bac technique

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RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION	EXAMEN DU BACCALAURÉAT SESSION 2021	Session principale
	Épreuve : **Anglais**	Section : **Sciences Techniques**
	Durée : **2h**	Coefficient de l'épreuve : **1**

N° d'inscription

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I. READING COMPREHENSION

A. THE TEXT

1. The youth-led climate protests which kicked off across the world were inspired by Greta Thunberg, a Swedish teenager who went on a three-week school strike outside her country's parliament in summer last year. The 16-year-old developed her interest in climate change aged nine after watching a film on the effects of plastic. What began as a lone fight in August last year outside the Swedish parliament spread all over the world and involved more than 100,000 schoolchildren in 112 different countries. The movement was called Fridays For Future and consisted of students taking every Friday off to demand government action on the climate issue.

2. Since her first strike last year at the age of 15, Greta has gone on to talk about the possible solutions to combat climate change at rallies in Stockholm, Helsinki, Brussels and London. Every conference she has attended she has travelled by train, bus or cycled in an effort to keep carbon footprint low. Over the last few years she has convinced her family to make drastic changes in order to help save the planet including refusing to fly on planes, growing their own vegetables and not eating meat.

3. Greta was nominated for a Nobel Peace Prize by members of Norway's Parliament for her work and determination, and she received the freedom of expression, Fritt Ord Prize, in April. Last week, Thunberg appeared on the front cover of *Time* magazine after being named their "person of the year 2019". The teen activist has refused to attend ceremonies or accept prizes if it requires her to fly, such as for the International Children's Peace Prize.

Adapted from *Daily Mail*
August 2019

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Nom et Prénom : .....

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Ne rien écrire ici

II. WRITING (12 marks)

1. **Use the notes in the table below to write a biography of the NASA Astronaut Eileen Collins. (4 marks)**

Date of birth	November 19, 1956 / New York, USA
Occupation	A former military instructor / test pilot
Space career	first female commander of a space shuttle / spent 38 days 8 hours and 20 minutes / outer space
Achievements and awards	- 2006 / National Space Trophy. - Recognized / Encyclopaedia Britannica / one of the top 300 women in history / have changed the world

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2. **Due to COVID 19, many countries worldwide opted for virtual schooling as a solution.**

Do you think that virtual schools can replace face-to-face classroom learning? Write a 10-line post in your school forum in which you state your point of view and support it with at least three sound arguments. (8 marks)

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III. LANGUAGE (6 marks)

1. Circle the correct option. (3 marks)

Teachers join the noble profession for lots of reasons, but the satisfaction of helping young people boost their talents is a deciding factor for many. A research revealed that one third of the students and **(diplomas / graduates / applications)** surveyed are of the opinion that teaching plays one of the **(more / much / most)** important roles in society. So, if you are at a career crossroads, you can possibly consider a job in education. Abigale Welton, 30, had been working in media for 7 years **(before / after / later)** starting her teacher training in September 2018. **(Despite / Unless / Although)** the enjoyment and success she found in her previous career, Welton always experienced an underlying urge to teach. "I'd always wanted to be a teacher," she says. "The idea of working with children and making a **(sense / mistake / difference)** really appealed to me. Even when I was at school **(itself / myself / ourselves)**, it was something I really wanted to do".

2. Fill in the blanks with <u>6 words</u> from the list below. (3 marks)

challenge – together – which – about – available – event – can – who

Apple has launched Fitness+, an online workout service that is built around its Apple Watch. The company had revealed the platform during an ①..... earlier this year, but it will now be ②..... from next week. It will include a range of different workouts all of ③..... can be streamed onto iPhones or Apple TVs. "Being more active is one of the most important things we ④..... do for our health, but we know choosing to work out can often be a ⑤..... whether you're very active or just getting started," said Jay Blahnik. "We're excited for Apple Fitness+ to bring⑥..... the metrics from Apple Watch, great music, and a diverse and inspiring trainer team to encourage our users to get fit and stay healthy," he added.

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION	EXAMEN DU BACCALAURÉAT SESSION 2021	Session de contrôle
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	Durée : **2h**	Coefficient de l'épreuve : **1**

N° d'inscription | | | | | | |

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I. READING COMPREHENSION

A. THE TEXT

1. The past week has seen drastic changes in Italy. This began with a lockdown in northern Italy, the closure of schools and universities across the country, and now a complete lockdown. My life as a primary school teacher here in Tuscany has changed radically. I have been working at a private international school for two years, and what once involved me walking to school, interacting with colleagues and teaching in the classroom has now become an online, virtual experience. And while at first the kids have loved it, problems are cropping up, not least because the model favours the children of families with access to technology, space and time.

2. In my school, we use a mixture of software to communicate between staff and with the students, including Google Hangouts, Zoom, FaceTime, Microsoft Teams... . By day, my 40 sq ft apartment becomes a classroom. Where I used to relax and watch TV is now my very own recording studio. I'm very aware that I'm working at a private school, where all the children have iPads. My friends at local state schools say they have been printing out stacks of papers containing all of the children's exercises for the week, which their parents then collect for **<u>them</u>** on Monday mornings.

3. This time has provided a strange glimpse into the possible future of learning – and it's one that has both its ups and downs. While it is an exciting step forward in upskilling students in digital literacy, it comes at the cost of deskilling their social, emotional and psychological selves. It also does not make for a system that provides equal outcomes.

<u>https://www.theguardian.com</u>
March 2020

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Ne rien écrire ici

II. WRITING (12 marks)

1. **Use the notes in the table below to write a four-line paragraph about the International Robot Exhibition (IREX). (4 marks)**

Launching date and description	- 1973 - largest robot trade fair / the world
Frequency	held every two years / Tokyo, Japan
Organizers	Japan Robot Association (JARA) / Nikkan Kogyo Shimbun, Ltd.
Purpose	enable / companies / Japan / around the world / exhibit / latest innovations / robot technology

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2. **You have noticed that many drivers in your town do not engage in eco-driving. Write a 10-line post on your municipality Facebook page in which you state the negative effects of their bad driving habits on the environment and give tips on how to drive more efficiently to reduce fuel consumption. (8 marks)**

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III. LANGUAGE (6 marks)

1. Circle the correct option. (3 marks)

The Co-op supermarket is using facial recognition to track people who enter its stores. The technology has been implemented in 18 shops **(among / along / across)** the Southern Co-op franchise. The facial recognition **(technical / technology / technological)** used by Co-op comes from London start-up Facewatch. This is reportedly in response to an 80% **(increase / decrease / release)** in violence against store employees, and the supermarket says that this usually comes when **(stuff / staff / store)** are dealing with people who steal goods. "All of our customers have been made **(aware / available / clear)** with distinctive signs and we have introduced a system **(who / whose / which)** does not store images of our customers unless they have been identified in relation to a crime."

2. Fill in the blanks with <u>6 words</u> from the list below. (3 marks)

improve – opportunity – own – while – improved – then – enable – than

Solo travel is on the rise as a growing number of British holidaymakers opt for trips that allow them to "do what they want". Around 15% of travellers took a trip on their ①..... in the last year, according to the Association of British Travel Agents' report. The age range that showed the biggest increase was that of 35-44 year olds, with more ②..... 16% taking a trip alone. Having the ③..... to do whatever they wanted was the most common reason given by three-quarters of people surveyed in all age groups, ④..... taking time out and meeting new people have become less important, according to the report. The upward trend over the last decade is attributed to ⑤..... technology and a growing number of apps that ⑥..... travellers to navigate the world with more ease and confidence alone.

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION EXAMEN DU BACCALAURÉAT SESSION 2020	**Session principale**	
	Épreuve : **Anglais**	Section : **Sciences Techniques**
	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages

THE TEXT

1. As a tech writer who has written regularly about apps, I'm well aware of the addictive nature of smartphones. It was during a 2 a.m. panic attack after waking up, reaching for my smartphone and reading a tweet storm about the latest controversy that I realised I may have a problem. That, and the fact that even my 10-year-old son had started telling me to put my phone down when he caught me not paying attention. I'm not alone. Habits such as checking apps in the hour before we go to sleep, or within 15 minutes of waking up may be **taking their toll** on our mental health.

2. A lot of app development companies are employing behavioural psychologists to find ways to reduce time on phone. Norwegian app Hold even tries to encourage its student users by offering points for reducing **their** smartphone habit, which they can exchange for snacks and cinema tickets. "Raising awareness of one's own smartphone use can be the first step in the right direction of decreasing smartphone use," says Dr. Daria Kuss from Nottingham Trent University.

3. British app developer Nick Kuh describes his own family's method. "We plug all our phones in at a certain time of night, we mute the phones and put them facedown," he says. "It's a simple but effective way to not be constantly checking social media." Within that first fortnight of tracking my usage, and following this advice, I find myself **in a vein of creativity**, coming up with and pitching more feature ideas in my job as a journalist than I had in the last several months of 2017.

Adapted from **The Guardian, 2018**

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II- WRITING (12 marks)

1- Use the information in the table below to write a four-line paragraph about UNICEF Education Cannot Wait (ECW) Fund. (4 marks)

Launch date	May 2016
Purposes	save lives/ defend rights/ afford education in emergencies
Beneficiaries	children/ youth/ countries/ affect/ wars/ disasters/ crises
Contributors	public / private donors

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2- One of your schoolmates is often bullied at school. This has badly affected his/her self-confidence, self-esteem and school results. You decided to raise awareness of the dangers of bullying in a 10-line post to be published on your school facebook page. (8 marks)

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III- LANGUAGE (6 marks)

1- Fill in the blanks with 6 words from the list below. (3 marks)

privately / oldest / share / breakthrough / jointly / recognition / generating / inventions

The Nobel Prize in Physics has been awarded to a woman for the first time in 55 years, and for only the third time in its history. Donna Strickland, a Canadian physicist, was awarded the 2018 prize .....① with Gérard Mourou, from France, for their work on .....② high-intensity, ultra-short optical pulses. They .....③ the award with an American, Arthur Ashkin, who at 96 becomes the .....④Nobel Laureate, for developing "optical tweezers." Both ..... ⑤ had "revolutionized laser physics," the Royal Swedish Academy said. The announcement comes a day after a senior scientist was suspended for saying that physics was invented and built by men. Strickland said the achievements of women scientists deserved .....⑥."We need to celebrate women physicists because we're out there. I'm honoured to be one of those women."

2- Put the bracketed words in the right tense or form. (3 marks)

The latest Scandinavian lifestyle trend to capture our imagination is plogging. This **(fit)** .....① concept originated in Sweden, and it involves **(pick)** .....② up litter while you're jogging. So, now you can help the environment no matter where you are in the world, with the added bonus of feeling eco-conscious while keeping fit. **(Society)** .....③ media feeds show ploggers all over the world equipping **(they)** .....④ with trash bags as they get their **(day)** .....⑤ run. The trend started in Sweden two years ago and then **(go)** .....⑥ to the following level with the formation of plogging clubs around the country.

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION EXAMEN DU BACCALAURÉAT SESSION 2020	Session de contrôle	
	Épreuve : **Anglais**	Section : **Sciences Techniques**
	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages

THE TEXT

1. School was all but impossible for Sparky. He failed every subject in the eighth grade. He **flunked** physics, Latin, algebra and English, getting a grade of zero. His record in sports wasn't any better. He lost the only important match of the season. Sparky was a loser. He, his classmates ... everyone knew **it**. So he learned to live with it. He made up his mind early that if things were meant to work out, they would.

2. One thing was important to Sparky, however, drawing. He was proud of his artwork. No one else appreciated it. But **that** didn't seem to matter to him. In his senior year of high school, he submitted some cartoons to the yearbook. The editors refused the concept. Despite the **brush-off**, Sparky was convinced of his ability. He even decided to become an artist. So, after completing high school, Sparky wrote to Walt Disney Studios. They asked for samples of his artwork. Despite careful preparation, it too was refused. One more confirmation that he was a loser. But Sparky didn't give up. Instead, he decided to tell his own life story in cartoons. The main character would be a little boy who symbolized the perpetual loser and chronic underachiever.

3. People readily identified with this "lovable loser." He reminded people of the painful moments of their own past and their shared humanity. The character soon became famous worldwide: "Charlie Brown." Sparky, the boy whose many failures never kept him from trying, whose work was rejected again and again.. is the highly successful cartoonist Charles Shultz.

A Road in the Desert

Dr. S. R. Boselin Prabhu

Section : ..... N° d'inscription : ..... Série : .....

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I- Comprehension Questions (12 marks)

1- Tick (✓) the right option. The text is mainly about: (1 mark)

a- Never ever giving up ☐

b- Letting go of one's dream ☐

c- Falling victim to failure ☐

2- Fill in each gap with one word from paragraph 3. (4 marks)

Charles Shultz, the famous .....①, invented the .....② of "Charlie Brown". People identified with him because he .....③ them of the .....④ times of their past.

3- Tick (✓) the option that best explains the following word and expression. (2 marks)

i. **"flunked"** (paragraph 1) nearly means :

a- neglected ☐

b- failed ☐

c- hated ☐

ii. **"brush off"** (paragraph 2) nearly means:

a- bullying ☐

b- criticism ☐

c- rejection ☐

4- Circle the two adjectives that best describe Sparky. (2 marks)

hopeless / persevering / ashamed / strong-willed

5- What do the underlined words in the text refer to? (2 marks)

a- **"<u>it</u>"** (Paragraph 1) refers to .....

b- **"<u>that</u>"** (Paragraph 2) refers to .....

6- Give a personal justified answer to the following question. (1 mark)

- Would you carry on trying despite failure? Why? Why not?

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II- WRITING (12 marks)

1- Use the notes to write a 4-line paragraph about the 2018 Seoul International Invention Fair (SIIF). (4 marks)

Date/ Location	December, 6-9 / Seoul, South Korea
Characteristics	Large annual / International Invention Event / Asia
Purpose	Promote inventions Exhibit new products / manufacturers / investors / general public.

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2- " To move, to breathe, to fly, to float, to gain all while you give, to roam the roads of lands remote, to travel is to live." Hans Christian Andersen

You got inspired by this quote to write a 10-line blog post about the importance of travelling. (8 marks)

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III- LANGUAGE (6 marks)

1- Fill in the gaps with 6 words from the list below. (3 marks)

satisfying / develop / However / early / Despite / opportunities / formal / satisfied

Most people associate learning with education at school, college, university etc. We are all told from an .....① age, that we should "get a good education". Generally speaking, it is true that ..... ② education and the resulting qualifications are important. Education may maximize our potential to find better, more ..... ③ jobs, earn more and, perhaps, become more successful in our chosen career. .....④, "schooling" is only one type of learning. There are many other ..... ⑤ to further your knowledge and ..... ⑥ the skills you need throughout life.

2- Circle the right option. (3 marks)

Japan is taking steps to fight social isolation by employing robots in as many aspects of life as possible. After introducing autonomous robots in **(various / variety / vary)** roles in a hospital and a number of nursing homes and schools, a café in Tokyo will soon open with **(robotic / robots / robotics)** waiters controlled remotely by people with physical **(defaults / disabilities / failures)** who wouldn't be able to work otherwise. The pilot run of the café is **(set up / found / scheduled)** for weekdays from November 7th. The **(creation / created / creator)** of the robots, Ory Laboratory, plans to open another permanent café closer to the 2020 Tokyo Olympics and Paralympics. Another area where robots are increasingly **(involved / consisted / concerned)** in Japan is elderly care. A variety of caregiving institutions have been employing robots that help their patients move, but also keep them company when there are no humans around.

RÉPUBLIQUE TUNISIENNE **MINISTÈRE DE L'ÉDUCATION** **EXAMEN DU BACCALAURÉAT** SESSION **2019**	**Session principale**	
	Épreuve : **Anglais**	Section : **Sciences Techniques**
	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages numérotées de 1/4 à 4/4.

I) READING COMPREHENSION

A- THE TEXT

1-"What is an education?" asks Sue Cowley, a parent and teacher, in her new book. "Is it about going to school every day, wearing the correct uniform, working hard in lessons and completing your homework? Or could **it** be something that can happen out in the world as well as in a classroom?" Sue Cowley has spent a lifetime in education. Then, three years ago, she took her two children out of school, packed the family car and set off on a journey across Europe and China.

2-The journey was planned around the children's interests. The result was a thrilling six-month adventure documented in her book, *Road School*. "The way the world works can teach children a lot. It's a different type of learning," Cowley writes in the opening pages of the book.

3-Towards the end of her book, she proposes a program for parents wanting to educate their children on the move. For English, it suggests writing letters home. For maths, children may work out currencies, distances travelled and prices on menus. For Physical Education, they can do some sightseeing on foot or bike. The other big advantage was the way in which travelling increased the children's ability **to cope with** the unexpected. "It was things like that where the depth of understanding came through," says Cowley.

4-Since their return, Alvie and Edite have stepped back into **their** old classes and Sue has nothing but praise for the schools they attend. The children may be happy to be home, but Sue has found it harder to adapt. "The minute I got back, I was thinking where we can go next. The danger is that **you get itchy feet**," she says.

www.theguardian.com/uk

24 January 2017

Section : ..... N° d'inscription : ..... Série : .....

Nom et Prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

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II- WRITING (12 marks)

1. **Use the information in the table below to write a paragraph about the International Campaign to Abolish Nuclear Weapons (ICAN). (4 marks)**

Foundation	2007/ Australia / International physicians
Key mission	focus/enacting international law/prohibit nuclear weapons
Achievement	July 2017/ UN/adopt/treaty/prohibit/nuclear weapons
Prize	The Nobel Peace Prize/2017

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2. People living in the countryside are said to be healthier and more optimistic than those living in big cities. Write a 10-line facebook post to express your agreement or disagreement with this idea and support it with sound arguments. (8 marks)

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III- LANGUAGE (6 marks)

1. **Circle the right option. (3 marks)**

Every morning, Karly Tophill faced the same exhausting struggle to separate her 13-year-old son from his iPhone and to get dressed and ready for school. When Dylan came home at the end of the day, he didn't want to **(allow / permit / let)** his phone out of his grasp. He rushed through his homework **(so / because / since)** he could check his social media. He became reluctant **(communicate / to communicate / communicating)** with anyone who wasn't on Instagram. But Karly, his mother, took a **(step / break / breath)** that many parents would like to take themselves: she confiscated Dylan's device. Within six weeks, she noticed a difference as Dylan's marks improved and he became more talkative. He was so much **(distant / indifferent / engaged)** with his family that he offered to help with chores. But many parents would say: "**(Easy / Easier / Easiest)** said than done!"

2. **Fill in the blanks with words from the box .There are 2 extra words. (3 marks)**

off – qualified – futuristic – fail – models – of – driving – achieve

The sight of personalized flying cars above the towns and cities of Britain could become a reality in as little as one year. An aviation company has joined forces with the University of Derby to create the ①.....car. Using four high-powered fans, it will be able to ②.....speeds of up to 200 mph after taking ③.....from outside your house. What's more, the fans will fold down to become wheels for land-based ④..... . The electric craft will be controlled by a computer program. At the outset, only a few will be ⑤.....to pilot it along the roads and through the clouds. It is hoped that future ⑥..... could be made to fly autonomously.

RÉPUBLIQUE TUNISIENNE **MINISTÈRE DE L'ÉDUCATION** **EXAMEN DU BACCALAURÉAT** SESSION **2019**	**Session principale**	
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www.theguardian.com/uk

24 January 2017

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Prize	The Nobel Peace Prize/2017

• Effective use of all the prompts • Language	• 2 marks • 2marks

2. People living in the countryside are said to be healthier and more optimistic than those living in big cities.Write a 10-line facebook post to express your agreement or disagreement with this idea and support it with sound arguments. (8 marks)

• Adherence to task and content adequacy • Language • Mechanics of writing	• 3 marks • 3 marks • 2 marks

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..... **Ne rien écrire ici** .....

III- LANGUAGE (6 marks)

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RÉPUBLIQUE TUNISIENNE **MINISTÈRE DE L'ÉDUCATION** **EXAMEN DU BACCALAURÉAT** SESSION **2019**	**Session de contrôle**	
	Épreuve : **Anglais**	Section : **Sciences Techniques**
	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages numérotées de 1/4 à 4/4.

I) READING COMPREHENSION

A- THE TEXT

1. Off the coast of Isla Mujeres Bay in Cancun, Mexico, environmentalist and architect Richart Sowa lives comfortably on his island. It is made of over 150.000 recycled plastic water bottles connected to a bamboo frame, which is filled in with wood pellets and sand. Sowa built the island in 2005, but harsh weather destroyed it. On his third attempt of rebuilding his home — this time in calm waters — he succeeded in developing a **sturdy** home.

2. The three-storey house on Joyxee Island has solar panels, three showers, a kitchen, two bedrooms, a wave-powered washing machine and even Internet. After living on the island for several years alone, Sowa felt he was missing company in **his paradise** without anyone to share the island with him. In 2014, he met a famous Japanese supermodel over Facebook named Jodi Bowlin, and she was quick to adopt Sowa's simple lifestyle. "Living on the island looks like a **carefree** lifestyle, but there is a lot of physical work involved in keeping it up," said Bowlin in the Mirror. **The two** live on Joyxee together with a pet dog.

3. Sowa continues to improve the island, adding more and more features and slowly making Joyxee larger by putting more water bottles to the base. He intends to become completely self-sufficient as he still relies on parts of the mainland, including a 100 foot-long cord that connects to the shore to provide water and Internet. He makes a living through music, art and by showing interested tourists around the island in exchange for voluntary donations.

http://theplaidzebra.com

June 5, 2015

Section : ..... N° d'inscription : ..... Série : .....

Nom et Prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

.....

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ANGLAIS (SECTION : Sciences Techniques)

B- Comprehension Questions (12 marks)

1. Tick (✓) the correct alternative. (1 mark)

In his project, Richart Sowa opts for:

a- living with no companion. ☐
b- settling in modern society. ☐
c- leading an eco-friendly life. ☐

2. Focus on paragraph 1 and list <u>three</u> building materials Sowa used apart from bottles. (3 marks)

a. .....

b. .....

c. .....

3. Fill in the blanks with the appropriate words from paragraph 3. (3 marks)

As Sowa has no job on the island, he lives on the ① ..... the tourists make. He gets some money in return for ② ..... them ③ ..... Joyxee.

4- Tick (✓) the right option. (2 marks)

i- "**sturdy**" (Paragraph 1) nearly means:

a- strong and solid ☐
b- small and cosy ☐
c- comfortable and peaceful ☐

ii- "**carefree**" (Paragraph2) nearly means:

a- stressful ☐
b- anxious ☐
c- unconcerned ☐

5- What do the underlined expressions in paragraph 2 refer to? (2 marks)

a. "**his paradise**" refers to: .....

b. "**The two**" refers to: .....

6- Give a personal and justified answer to the following question. (1 mark)

Would you enjoy going on holiday on Richart Sowa's island? Why? Why not?

I.....**because**.....

.....

Ne rien écrire ici

II- WRITING (12 marks)

1. **Use the notes in the table below to write a 4-line biography of the British author Sir *Kazuo Ishiguro*. (4 marks)**

Date and place of birth	8 November 1954, Nagazaki, Japan.
Education	M.A., University of East Anglia, UK.
Important works	*The Remains of the Day* *Never Let Me Go*
Important awards	Order of the British Empire, 1995. Nobel Prize in Literature, 2017.

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2. **A friend of yours is likely to accept an interesting job offer in a big company in Europe. Write a 10-line e-mail to convince him/her to decline this offer as his/her country and family need him/her. (8 marks)**

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Ne rien écrire ici

III- LANGUAGE (6 marks)

1. Circle the right alternative. (3 marks)

I'm addicted to information technology and gaming. I've always been **(interest / interesting / interested)** in video games from a very young age. It never **(reality / really / real)** started to get bad for me until middle school and into high school. As time progressed, it started to **(affect / addict / afford)** my school grades, interpersonal relationships, and things of that nature. My **(low / lower / lowest)** point was when I realized what I had been doing, that I was on the track to leave college. This would result **(at / in / on)** me being homeless because my parents had said they wouldn't **(supply / suppose / support)** me if I didn't succeed in college. At that point, I just decided something had to change.

2. Fill in the blanks with words from the box .There are 2 extra words. (3 marks)

waste / richest / into / memories / won't / relax / afford / from

Holidays matter. They are our lifeline to sanity, a chance to step away ①..... everyday life and reconnect with the people we love. They are also a time to ②..... and to be the real us. And, once the sand has been washed from the toes, holidays can leave us with a suitcase of life-long happy ③..... Yet, today in the UK, at least 1.46 million families can't ④..... a single day out together. In one of the ⑤..... countries in the world, nearly five million people haven't even one day's outing to look forward to. This year, millions of British children ⑥..... get to swim in the sea, build a sandcastle or lick an ice-cream.

RÉPUBLIQUE TUNISIENNE **MINISTÈRE DE L'ÉDUCATION** **EXAMEN DU BACCALAURÉAT** SESSION **2019**	**Session de contrôle**	
	Épreuve : **Anglais**	Section : **Sciences Techniques**
	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages numérotées de 1/4 à 4/4.

I) READING COMPREHENSION

A- THE TEXT

1. Off the coast of Isla Mujeres Bay in Cancun, Mexico, environmentalist and architect Richart Sowa lives comfortably on his island. It is made of over 150.000 recycled plastic water bottles connected to a bamboo frame, which is filled in with wood pellets and sand. Sowa built the island in 2005, but harsh weather destroyed it. On his third attempt of rebuilding his home — this time in calm waters — he succeeded in developing a **sturdy** home.

2. The three-storey house on Joyxee Island has solar panels, three showers, a kitchen, two bedrooms, a wave-powered washing machine and even Internet. After living on the island for several years alone, Sowa felt he was missing company in **his paradise** without anyone to share the island with him. In 2014, he met a famous Japanese supermodel over Facebook named Jodi Bowlin, and she was quick to adopt Sowa's simple lifestyle. "Living on the island looks like a **carefree** lifestyle, but there is a lot of physical work involved in keeping it up," said Bowlin in the Mirror. **The two** live on Joyxee together with a pet dog.

3. Sowa continues to improve the island, adding more and more features and slowly making Joyxee larger by putting more water bottles to the base. He intends to become completely self-sufficient as he still relies on parts of the mainland, including a 100 foot-long cord that connects to the shore to provide water and Internet. He makes a living through music, art and by showing interested tourists around the island in exchange for voluntary donations.

http://theplaidzebra.com

June 5, 2015

Section : ..... N° d'inscription : ..... Série : .....

Nom et Prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

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ANGLAIS (SECTION : Sciences Techniques)

B- Comprehension Questions (12 marks)

1. Tick (✓) the correct alternative. (1 mark)

In his project, Richart Sowa opts for:

a. living with no companion. ☐

b. settling in modern society. ☐

c. leading an eco-friendly life. ✓☐

2. Focus on paragraph 1 and list <u>three</u> building materials Sowa used apart from bottles. (3 marks)

a. Bamboo

b. Wood

c. sand

3. Fill in the blanks with the appropriate words from paragraph 3. (3 marks)

As Sowa has no job on the island, he lives on the ①donations the tourists make. He gets some money in return for ②showing them ③around Joyxee.

4- Tick (✓) the right option. (2 marks)

i- "**sturdy**" (Paragraph 1) nearly means:

a- strong and solid ✓☐

b- small and cosy ☐

c- comfortable and peaceful ☐

ii- "**carefree**" (Paragraph2) nearly means:

a- stressful ☐

b- anxious ☐

c- unconcerned ✓☐

5- What do the underlined expressions in paragraph 2 refer to? (2 marks)

a. "**his paradise**" refers to: the island/Joyxee

b. "**The two**" refers to: Jodi and Sowa

6- Give a personal and justified answer to the following question. (1 mark)

Would you enjoy going on holiday on Richart Sowa's island? Why? Why not?

I.....**because**.....

(Any personal and justified answer is accepted as long as there is no contradiction between the statement and its justification.)

II- WRITING (12 marks)

1. Use the notes in the table below to write a 4-line biography of the British author Sir *Kazuo Ishiguro*. (4 marks)

Date and place of birth	8 November 1954, Nagazaki, Japan.
Education	M.A., University of East Anglia, UK.
Important works	*The Remains of the Day* *Never Let Me Go*
Important awards	Order of the British Empire, 1995. Nobel Prize in Literature, 2017.

• Content • Language	• 2 marks • 2marks

2. A friend of yours is likely to accept an interesting job offer in a big company in Europe. Write a 10-line e-mail to convince him/her to decline this offer as his/her country and family need him/her. (8 marks)

• Adherence to content • Language • Mechanics	• 3 marks • 3 marks • 2 marks

Ne rien écrire ici

III- LANGUAGE (6 marks)

1. **Circle the right alternative. (3 marks)**

I'm addicted to information technology and gaming. I've always been **(interest / interesting / interested)** in video games from a very young age. It never **(reality / really / real)** started to get bad for me until middle school and into high school. As time progressed, it started to **(affect / addict / afford)** my school grades, interpersonal relationships, and things of that nature. My **(low / lower / lowest)** point was when I realized what I had been doing, that I was on the track to leave college. This would result **(at / in / on)** me being homeless because my parents had said they wouldn't **(supply / suppose / support)** me if I didn't succeed in college. At that point, I just decided something had to change.

2. **Fill in the blanks with words from the box .There are 2 extra words. (3 marks)**

waste / richest / into / memories / won't / relax / afford / from

Holidays matter. They are our lifeline to sanity, a chance to step away ① from everyday life and reconnect with the people we love. They are also a time to ②relax and to be the real us. And, once the sand has been washed from the toes, holidays can leave us with a suitcase of life-long happy ③memories. Yet, today in the UK, at least 1.46 million families can't ④afford a single day out together. In one of the ⑤ richest countries in the world, nearly five million people haven't even one day's outing to look forward to. This year, millions of British children ⑥won't get to swim in the sea, build a sandcastle or lick an ice-cream.

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ●●●●● **EXAMEN DU BACCALAURÉAT** SESSION **2018**	**Session principale**	
	Épreuve : **ANGLAIS**	Section : **Sciences Techniques**
	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages

I- READING COMPREHENSION

A. THE TEXT

① My name is Michael D. Duignan. When I was young, I did not have a care in the world, running around and playing like other kids. Although I felt "normal", my mum started noticing things I was doing. I, as a small child, could not tell my right from my left and would always mix up the front yard and the backyard. In the third grade, my teacher also noticed similar things and talked to my parents about being tested. The school had students who were going to the resource room and were labelled as "stupid" or "slow". So, I became very frustrated when my mum brought the **idea** up to me. I went for the testing and found that I was learning disabled. But, I kept hiding it.

② By high school, I started coming clean with my disability as a couple of kids were making fun of one of my friends who was learning disabled. I was nervous but decided to tell them my secret. Surprisingly, they did not make fun of me and started asking questions, instead. To them, I could not be "stupid". The problem was they did not know about learning disabilities. That was a major change in my life.

③ I went to our guidance department and asked if I could start talking to students identified as learning disabled. Twice a week, I would coach them through the different emotions and thoughts they had... Now, I work for a college as the Coordinator for Student Development. I, in fact, help my own co-workers understand what a learning disability is, and how to look for signs.

Personal Stories

www.ldonline.org

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

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ANGLAIS (SECTION: Sciences Techniques)

B- Comprehension Questions (12marks)

1) Read the text and tick (✓) the most appropriate title. **(1mark)**

a) How Bullying Leads to Discrimination ☐

b) When a Disability Turns into an Opportunity ☐

c) Why a Handicap Can Block Progress ☐

2) Pick out 2 details showing the writer was learning disabled. (Parag.1) **(2 marks)**

a) .....

b) .....

3) For each of the following statements, pick out <u>one detail</u> showing that it is false. **(2 marks)**

a) The teacher ignored the child's unusual behaviour. **(Parag. 1)**

.....

b) Being learning disabled himself, Michael suffered from bullying, too. **(Parag. 2)**

.....

4) Complete the following summary with words from paragraph 3. **(3 marks)**

Having ..... students with disabilities, Michael offered them ..... in order to make them better ..... their learning handicap.

5) Find in the text expressions meaning nearly the same as: **(2 marks)**

a) not worry about anything **(Parag.1)** .....

b) telling the truth about **(Parag.2)** .....

6) What does the underlined word in the text refer to? **(1 mark)**

" idea" in **(Parag.1)** refers to .....

7) Give a personal justified answer to the following question. **(1 mark)**

What do you think of the way Michael adopted in order to deal with his disability?

I think.....

.....because.....

.....

Voir suite au verso ☞

NE RIEN ECRIRE ICI

II- WRITING (12marks)

1) **Complete the following job interview with appropriate utterances.** **(4marks)**

Interviewer: Hello Mrs Stevens. I am the personnel director. ..... .

Applicant : Pleased to meet you, too.

Interviewer : Do sit down please.

Applicant : Thank you

Interviewer : .....?

Applicant : I have over ten years' experience.

Interviewer : .....?

Applicant : I have a Master's degree in economics. I am proficient in many computer programs and I have excellent interpersonal skills.

Interviewer : .....?

Applicant : Yes, my first question is about the responsibilities in this position.

2) ***As the debate over lifelong learning is in progress, you have decided to contribute a 12-line article for an educational blog showing the importance of learning for life.*** **(8 marks)**

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NE RIEN ECRIRE ICI

III- LANGUAGE (6 marks)

1) Fill in the blanks with 6 words from the list below. (3 marks)

into – useful – schedule – guided – handles – off - efficient - destinations

Vacations to distant places allow you to enjoy everything from the food to landmarks. Exploring the ..... on your own is always an option. But, travellers often choose ..... tours for the several advantages they offer. A tour operator ..... all the organization for visiting the area. You save time and energy that you could normally put ..... planning out your own tours. The tourist guide puts together a ..... for visiting locations. In order to make ..... use of the time, the organizers take into account both the transportation and the itinerary.

2) Put the bracketed words in the right tense or form. (3 marks)

Extreme weather linked to climate change is becoming increasingly common in India. Last year, hundreds of people **(kill)** ..... by floods in Eastern India. In the western state of Maharashtra, 9 million farmers have little or no access to water. This year, at **(little)** .....216 farmers have committed suicide in the state. The government's response has been slow and inefficient. With no harvest and no water, **(village)** ..... are flocking to cities where water is more **(easy)** ..... available. The drought **(migrate)** ..... have no homes in the city. The rural exodus is becoming a burden for authorities in Mumbai, who need to provide food, shelter and jobs to the **(displace)** ..... people.

EXAMEN DU BACCALAUREAT

Épreuve : **ANGLAIS**

Section : Sciences Techniques

Session principale 2018

I. Reading Comprehension Questions	**(12 marks)**
1. b	**1 mark**
2. a) I , as a child, **could not tell my right from my left** **b)** would always **mix up the front yard and the backyard..** **c)** (I went for the testing and) **found that I was learning disabled.** **Accepter deux des trois réponses proposées.**	**(1x2)= 2marks** **(1x2)= 2 marks**
3. **a)**(In the third grade) my teacher also noticed similar things and **talked to my parents about being tested.** **b)** Surprisingly, **they did not make fun of me**	**(1x3)= 3 marks**
4. identified – guidance / thoughts / help – understand	**(1x2)= 2 marks**
5. a) not have a care in the world **b) coming clean with**	**1 mark**
6. being tested / the testing	
7. Accept any plausible and justified answer	**1 mark**
II. Writing	**(12 marks)**
1. Task One The answer should be appropriately meaningful and grammatically correct	**(4 marks)** **(0,5 X 2) X 4**
2. Task Two Adherence to task and content adequacy Lexical appropriacy and grammar accuracy Mechanical accuracy (punctuation, capitalization and spelling)	**(8 marks)** **3 marks** **3 marks** **2 marks**
III. Language	**(6 marks)**
1. **Task One**: destinations – guided – handles – into – schedule – efficient	**(0.5x6)= 3 marks**
2. **Task Two**: were killed – least – villagers – easily – migrants - displaced	**(0.5x6)= 3 marks**

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ●●●●● **EXAMEN DU BACCALAURÉAT** SESSION **2018**	**Session de contrôle**	
	Épreuve : **ANGLAIS**	Section : **Sciences Techniques**
	Durée : **2h** ◆	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages

I- READING COMPREHENSION

A. THE TEXT

1. Samir Lakhani was spending the summer in a Cambodian village when he saw a mother scrubbing her child with a washing powder. He was devastated. Detergent can harm the skin and contains toxic chemicals causing itchy eyes and vomiting. Hygiene is important to prevent disease, but this was not the way to clean a human being.

2. While taking a break from his environmental studies, Lakhani worked in Siem Reap, a thriving two-million tourist hub with hundreds of hotels, that produces a lot of leftover soap. "There is probably no better place to start soap recycling than here," he thinks. The NGO he was volunteering for put him in touch with local students to help with the **project**. Once back to his studies, he started crowdfunding. Then, he succeeded in obtaining sponsorship from major hotel chains to train and pay soap makers.

3. Two years later, his Eco-Soap Bank organization employs 30 workers and collects soap from hotels to supply people with a safe way of getting clean. In many rural communities, soap is seen as a luxury. While some people use detergent, others may only rub their skin with soil. This leads to a slew of illnesses, including parasites, typhoid and diarrhea.

4. When asked about his achievement, Samir Lakhani's reply is short but quite convincing: "From a wasted product that was going to be thrown in the trash, we get it in the hands of a soap vendor. This should be economically stimulating the villagers and creating income."

Finn Aberdien

www.bbc.com/news/magazine

2 November 2016

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

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ANGLAIS (SECTION: Sciences Techniques)

B- Comprehension Questions (12 marks)

1) Read the text and tick (✓) the most appropriate option. **(1 mark)**

The text is **mainly** about **the way recycling can**:

a) improve health ☐

b) boost tourism ☐

c) promote old habits ☐

2) Complete the table below with information from paragraphs 2 and 3. **(3 marks)**

Name of the Company	Location	Number of Employees
.....	.....	.....

3) For each of the following statements, pick out <u>one detail</u> showing that it is false. **(2 marks)**

a) Samir Lakhani worked with experienced professionals. **(Parag. 2)**

.....

b) Most Combodian villagers frequently use a hygienic substance to wash their bodies. **(Parag. 3)**

.....

4) Complete the following summary with words from paragraph 4. **(2 marks)**

Samir Lakhani's .....made a difference in the villagers' life by helping them with a new source of ..... .

5) Find in the text words meaning nearly the same as: **(2 marks)**

a) centre **(Parag. 2)** = ...

b) large number **(Parag. 3)** = ...

6) What does the underlined word in the text refer to? **(1 mark)**

" project" in paragraph 2 refers to.....

7) Give a personal justified answer to the following question. **(1 mark)**

If you were Samir Lakhani, would you stop your studies for a while in order to start voluntary work?

If I were Samir Lakhani, I .....

.....because.....

.....

Voir suite au verso ☞

NE RIEN ECRIRE ICI

II- WRITING (12 marks)

1) Use the information below to write a coherent paragraph about the London Tech Week Festival. (4 marks)

Celebration	across / city / London every year / June
Aims	- exhibit / celebrate / best / technology - provide networking / learning / business opportunities.
Audience	over 40,000 attendees across / entire technology industry.

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2) Journalist Andrew Brown wrote: *"The internet is so big, so powerful that for some people it is a complete substitute for life."*

In reaction to Andrew Brown's opinion, write a 12-line article for your school magazine in which you express your point of view about the changes in people's lives that are caused by the use of the Internet. (8 marks)

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NE RIEN ECRIRE ICI

III- LANGUAGE (6 marks)

1) Fill in the blanks with 6 words from the list below. (3 marks)

financially – to – despite – creative – in – degree – whether - curious

Adam is an engineer and a lifelong learner. He has worked in senior roles in many companies, but he has been unable to be..... at work. In his late 40's, Adam started thinking about getting another Master's..... . But, with two kids on their way to college, the idea does not seem ..... feasible. Many people like Adam are interested ..... innovations and new designs. ..... they are doctors, engineers or architects, they are all lifelong learners. These are motivated leaders who are finding ways to do it ..... their busy schedules.

2) Circle the right alternative. (3 marks)

Fast food has grown remarkably not only in the United States but also around the world. Innovations in operations and products have **(kept - led - made)** the industry growing. Since its establishment, fast food **(lived - has lived - living)** up to its name. In the early days of fast food, as Americans came to depend on their cars, outlets offered drive-in service which **(empowered - enforced - enabled)** customers to park and eat in their cars. This Service reduced the **(fee - cost - rate)** of operating a restaurant and established relatively low prices. Now, we see drive-up services where customers can order, pay and then leave without turning **(off – up - on)** the engines of their cars. In fact, many roadsters eat **(because - therefore - as)** they drive.

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ●●●●● **EXAMEN DU BACCALAURÉAT** SESSION **2018**	**Session de contrôle**	
	Épreuve : **ANGLAIS**	Section : **Sciences Techniques**
	Durée : **2h** ◆	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages

I- READING COMPREHENSION

A. THE TEXT

1. Samir Lakhani was spending the summer in a Cambodian village when he saw a mother scrubbing her child with a washing powder. He was devastated. Detergent can harm the skin and contains toxic chemicals causing itchy eyes and vomiting. Hygiene is important to prevent disease, but this was not the way to clean a human being.
2. While taking a break from his environmental studies, Lakhani worked in Siem Reap, a thriving two-million tourist hub with hundreds of hotels, that produces a lot of leftover soap. "There is probably no better place to start soap recycling than here," he thinks. The NGO he was volunteering for put him in touch with local students to help with the **project**. Once back to his studies, he started crowdfunding. Then, he succeeded in obtaining sponsorship from major hotel chains to train and pay soap makers.
3. Two years later, his Eco-Soap Bank organization employs 30 workers and collects soap from hotels to supply people with a safe way of getting clean. In many rural communities, soap is seen as a luxury. While some people use detergent, others may only rub their skin with soil. This leads to a slew of illnesses, including parasites, typhoid and diarrhea.
4. When asked about his achievement, Samir Lakhani's reply is short but quite convincing: "From a wasted product that was going to be thrown in the trash, we get it in the hands of a soap vendor. This should be economically stimulating the villagers and creating income."

Finn Aberdien

www.bbc.com/news/magazine

2 November 2016

Section : ……..…….. N° d'inscription : …… Série : ……..

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Date et lieu de naissance : ……..…….....……..…

Signatures des surveillants

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ANGLAIS (SECTION: Sciences Techniques)

B- Comprehension Questions (12 marks)

1) Read the text and tick (✓) the most appropriate option. **(1 mark)**

The text is **mainly** about **the way recycling can**:

a) improve health ☑

b) boost tourism ☐

c) promote old habits ☐

2) Complete the table below with information from paragraphs 2 and 3. **(3 marks)**

Name of the Company	Location	Number of Employees
Eco-Soap Bank	*Siam Reap*	*30*

3) For each of the following statements, pick out <u>one detail</u> showing that it is false. **(2 marks)**

a) Samir Lakhani worked with experienced professionals. **(Parag. 2)**

The NGO put him in touch with local students.

b) Most Combodian villagers frequently use a hygienic substance to wash their bodies. **(Parag. 3)**

In many rural areas, soap is seen as a luxury./ While some people use detergent, others may only rub their skin with soil.

4) Complete the following summary with words from paragraph 4. **(2 marks)**

Samir Lakhani's *achievement* made a difference in the villagers' life by helping them with a new source of *income* **.**

5) Find in the text words meaning nearly the same as: **(2 marks)**

a) centre (**Parag. 2**) = *hub*

b) large number (**Parag. 3**) = *slew*

6) What does the underlined word in the text refer to? **(1 mark)**

" project" in paragraph 2 refers to *soap recycling*

7) Give a personal justified answer to the following question. **(1 mark)**

If you were Samir Lakhani, would you stop your studies for a while in order to start voluntary work?

If I were Samir Lakhani, I .....because …..*(Any personal and justified answer is accepted as long as there is no contradiction between the answer and the justification.)*

Voir suite au verso ☞

NE RIEN ECRIRE ICI

II- WRITING (12 marks)

1) Use the information below to write a coherent paragraph about the London Tech Week Festival. (4 marks)

Celebration	across / city / London every year / June
Aims	- exhibit / celebrate / best / technology - provide networking / learning / business opportunities.
Audience	over 40,000 attendees across / entire technology industry.

Appropriate use of the prompts (02 marks)

Language (02 marks)

.....

.....

2) Journalist Andrew Brown wrote: *"The internet is so big, so powerful that for some people it is a complete substitute for life."*

In reaction to Andrew Brown's opinion, write a 12-line article for your school magazine in which you express your point of view about the changes in people's lives that are caused by the use of the Internet. (8 marks)

Adherence to task (03 marks)

Language accuracy (03 marks)

Mechanics (02 marks)

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NE RIEN ECRIRE ICI

III- LANGUAGE (6 marks)

1) Fill in the blanks with 6 words from the list below. (3 marks)

financially – to – despite – creative – in – degree – whether - curious

Adam is an engineer and a lifelong learner. He has worked in senior roles in many companies, but he has been unable to be *creative* at work. In his late 40's, Adam started thinking about getting another Master's *degree* **.** But, with two kids on their way to college, the idea does not seem *financially* feasible. Many people like Adam are interested *in* innovations and new designs**.** *Whether* they are doctors, engineers or architects, they are all lifelong learners. These are motivated leaders who are finding ways to do it *despite* their busy schedules.

2) Circle the right alternative. (3 marks)

Fast food has grown remarkably not only in the United States but also around the world. Innovations in operations and products have **(kept - led - made)** the industry growing. Since its establishment, fast food **(lived - has lived - living)** up to its name. In the early days of fast food, as Americans came to depend on their cars, outlets offered drive-in service which **(empowered - enforced - enabled)** customers to park and eat in their cars. This Service reduced the **(fee - cost - rate)** of operating a restaurant and established relatively low prices. Now, we see drive-up services where customers can order, pay and then leave without turning **(off - up - on)** the engines of their cars. In fact, many roadsters eat **(because - therefore - as)** they drive.

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ***** EXAMEN DU BACCALAURÉAT	Épreuve : **ANGLAIS**	
	Section : **Sciences Techniques**	
	Durée : 2 H	Coefficient : 1
SESSION 2016	**Session principale**	

Le sujet comporte 4 pages

I- READING COMPREHENSION

A- THE TEXT

1- Each morning, about 450 students travel along 17 school bus routes to 10 elementary schools in the city of Lecco, Italy without taking any school buses. In 2003, to confront the triple threats of childhood obesity, traffic jams and, most importantly, a rise in global greenhouse gases caused by car emissions, environmental activists here proposed a new concept: Children should walk to school. **They** set up a "piedibus" - foot bus in Italian- route with a driver but no vehicle. Each morning, a mix of paid staff members and parental volunteers in fluorescent yellow vests lead lines of students along Lecco's twisting streets to the schools' gates.

2- At the Castello School, 100 children or more than half of the students now walk to school. Guilio Greppi, a 9- year-old student, said he had been driven about 500 meters each way until he started taking the piedibus. "I get to see my friends and we feel special because we know it's good for the environment," he said. Naturally, some children whine on rainy mornings. Therefore, participation falls by 20 percent on such days, though **it** increases during snowfalls.

3- Although each route is generally about a kilometer, the town's piedibuses have so far got rid of more than 160,000 kilometers of car travel and, in principle, prevented thousands of tons of greenhouse gases from entering the air, estimated Dario Pesenti, the town's environment auditor. To encourage use, the city of Lecco contributes nearly $20,000 annually to organizing and providing staff members for the piedibus.

Adapted from ***International Herald Tribune***

Friday, March 27, 2009

B- Comprehension questions (12marks)

1) Read the text and tick (✓) the right option. (1mark)

The text is about a programme that

a) encourages students to walk to school.

b) teaches students how to ride to school.

c) obliges students to walk to school.

2) Complete the table with information from paragraph 1. (3marks)

Program	Country	Problems to solve
"piedibus" (foot bus)	.....	a) ..... b) ..... c) a rise in global greenhouse gases

3) For each of the following statements, pick out one detail from the text showing that it is false. (3marks)

a) All students' parents participate in the programme. **(parag. 1)**

.....

b) Participation in "piedibus" increases on rainy days. **(parag. 2)**

.....

c) Reducing car travel has had a negative effect on the environment. **(parag. 3)**

.....

4) Find words in the text meaning nearly the same as : (2marks)

a) make a complaining cry : **(parag. 2)**.....

b) eliminated : **(parag. 3)**.....

5) What do the underlined words in the text refer to ? (2marks)

a) "<u>They</u>" in paragraph 1 refers to: .....

b) "<u>it</u>" in paragraph 2 refers to: .....

6) Give a personal justified answer to the following question. (1mark)

Do you think "piedibus" is a successful program ? Why / why not ?

I think that.....because.....

.....

II- WRITING (12marks)

1) **Use the information below to write a 4-line paragraph about the electronic robot. (4marks)**

Type	**an automatic device**
Creation	**by William Grey Walter/ Bristol, England/ 1948**
Characteristics	**-electro-mechanical machine** **-guided by a computer programme**
Functions	**perform repetitive dangerous tasks**

.....

.....

.....

.....

2) **Your friend is an engineer and has been offered a job in a foreign country. However, he/she is hesitant about whether to accept the offer or turn it down. Write him/her a10-line letter in which you advise him/her <u>not to miss this opportunity.</u> (8marks)**

.....

.....

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III- LANGUAGE (6 marks)

1) Fill in the blanks with 6 words from the list below. (3marks)

remain - both – including – only – from –prevents – costs - to

Violence against women and girls is a serious violation of human rights. Its effects vary.....immediate to long-term physical and mental consequences for women and girls,.....death. It negatively affects women's general well-being and ..... them from fully participating in society. Violence not .....has negative consequences for women but also their families, the community and the country at large. It has enormous .....ranging from greater health care and legal expenses to losses in productivity. It also has effects on..... national budgets and general development. Thus, a large number of countries have already adopted laws against domestic violence.

2) Put the bracketed words in the right tense or form. (3marks)

Now electricity really could grow on trees! Scientists have invented a 'wind tree' that uses turbines put inside plastic leaves to create power. **(Invent)**.....hope they can be used in people's homes and city centers. They claim the tree is **(little)**.....apparent and more durable than wind turbines. The 'wind tree' **(have)** .....small blades which lie in the 'leaves' that turn in breezes. A French team of engineers has developed a man- **(make)** .....tree that can generate electricity using the wind. The idea came to them in a square where they **(see)**.....the leaves moving when there was not a breath of air. The founders believe the 'wind tree' will be **(sell)** ..... in 2015.

ANGLAIS SCIENCES TECHNIQUES

EXPLICATIONS ET RECOMMANDATIONS

A. **Le texte:**

I. **LA COMPREHENSION DU TEXTE**

Vous avez un texte de 250 mots (10% plus ou moins) dont la compréhension est à la portée de l'élève moyen. On ne saura trop vous recommander de faire deux voire même trois lectures attentives du texte afin d'en dégager le thème et saisir quelques détails importants car il y aura toujours des questions qui portent sur **la compréhension globale** et des questions qui traitent des **détails**. Ne vous affolez pas surtout s'il y a quelques mots que vous ne connaissez pas; il y en a toujours dans un texte. Essayez de les comprendre à travers le contexte ou recherchez les préfixes ou les suffixes. Peut être vous n'aurez jamais besoin de les comprendre pour répondre aux questions!

N'oubliez pas les titres, sous titres et les notes de bas de page qui peuvent bien vous éclairer quant à la forme du texte (lettre, article, histoire, date, etc....) et à l'idée générale.

B. **Les questions:**

Ayant fait suffisamment d'exercices durant vos études (et dans les devoirs de synthèse) à l'école de base et au secondaire, vous n'aurez sûrement pas de surprises au niveau des types de questions. La recommandation capitale est de bien lire la consigne et de **s'y conformer**: si on vous demande de cocher une case, cochez-la, si on vous demande d'encercler une réponse, faites-le, et ce pour donner des réponses claires, nettes et convaincantes.

Pour les questions à choix multiples, il y a toujours **une et une seule bonne réponse** (sauf si l'on vous indique autrement dans la consigne). Les autres réponses (au nombre de deux en général) sont des leurres qui peuvent parfois vous tromper si vous ne faites pas attention; d'où la nécessité d'une lecture attentive.

Les questions qui consistent à compléter des tableaux ou des phrases vous sont très familières. Complétez toujours le tableau avec des détails relevés minutieusement du texte (des dates, des noms, etc…). La plupart du temps, on vous indique le paragraphe, ce qui facilite votre tâche. Evitez d'écrire des phrases toutes entières ou des tranches de phrases qui peuvent bien porter des détails à ne pas mettre dans le tableau.

Soyez donc précis et ne mettez pas de détails qui pourraient fausser la réponse.

II y a aussi les questions où l'on vous demande de prouver par des détails ou des phrases relevées dans le texte que les affirmations proposées sont fausses. Là encore, vous vous y connaissez. Il est inutile et c'est même faux de répondre par 'vrai' ou 'faux' puisque les affirmations sont déjà fausses. Evitez également de mettre l'affirmation à la forme négative ou affirmative pour prouver qu'elle est incorrecte. Il faut tout simplement chercher le bon détail ou la bonne phrase dans le texte. Si vous mettez des détails, des mots ou des phrases superflues, vous risquez de perdre des points précieux. Aussi faut-il que la réponse soit claire et précise. Il vous est donc recommandé de bien comprendre les affirmations proposées et explorer le texte ou le paragraphe pour trouver le détail ou la phrase (parfois on vous demande des phrases) qui va à l'encontre de l'affirmation proposée.

Voici un exercice assez souvent utilisé depuis quelques années: un exercice à trous où l'on vous demande de relever des mots du texte pour compléter un résumé de ce dernier. Il est donc conseillé de bien lire ce résumé à trous deux ou trois fois tout d'abord. Ensuite une ou deux lectures du texte s'imposent; ceci vous permettra d'en comprendre l'idée générale. Maintenant, lisez le résumé encore une fois et complétez le sans oublier de le relire chaque fois que vous

ajoutez un ou deux mots pour s'assurer que les mots que vous utilisez vont bel et bien avec le sens général du paragraphe. On pourrait également vous demander de remplir les vides avec des informations tirées du texte. Là, c'est votre formulation de la réponse qui compte.

Les questions de référence (« What do the words refer to? ») sont parfois assez délicates. Le mot souligné dans le texte peut parfois remplacer un mot, plusieurs mots, une phrase, une idée ou même un paragraphe. Le plus souvent, le mot souligné a un caractère anaphorique, c'est-à-dire qu'il vous renvoie à un mot, un objet, une phrase-ou un paragraphe antérieur. Cependant, parfois il peut renvoyer à un mot, un objet, une phrase, ou un paragraphe postérieur. C'est pourquoi, il faut bien lire et relire le contexte avant et après le mot souligné pour donner une réponse précise et définitive.

Pour trouver des mots qui correspondent à des définitions proposées, vous disposez d'un atout très important: **le contexte.** Lisez donc bien les définitions et le paragraphe indiqué pour identifier les mots. N'oubliez pas de remplacer chaque fois le mot du texte par la définition pour vérifier si c'est bel et bien la bonne réponse. Une variation de cette technique consiste à rechercher l'antonyme de quelques mots présentés.

La dernière question de compréhension est, depuis quelques années, souvent – mais pas toujours !!! – une question d'évaluation qui vous demande votre **avis personnel** et **justifié**. Ne la considérez pas comme une question détachée du texte. Partez de votre compréhension du texte pour donner une réponse courte (ne dépassez pas deux phrases), soyez clair et précis et surtout justifiez votre réponse. Ne faites pas des copies intégrales du texte.

Une question récemment ajoutée à la composante d'étude de texte porte sur les fonctions langagières. Le candidat est appelé à identifier la fonction exprimée par une déclaration ou une expression dans le texte ou à retrouver la déclaration/ ou l'expression qui correspond à une fonction donnée. Une connaissance des fonctions langagières et les expressions qui s'y rapportent est, donc, indispensable. Vous avez sûrement acquis un répertoire important de fonctions (apologizing, inviting, complaining, advising, suggesting, blaming, expressing surprise, a wish, regret, desire...) et les expressions qui y correspondent.

Une autre question pourrait consister à apparier les paragraphes du texte avec leurs titres (ou sous- titres) Vous avez sans doute remarqué que toutes les questions vous demandent d'exercer votre talent de lecture et d'étude de texte. Vous avez certainement fait beaucoup d'exercices de ce genre et bien d'autres encore.

II. LA LANGUE

Cette composante consiste en deux ou trois exercices visant à évaluer les acquis lexicaux ou/et grammaticaux du candidat.

Les exercices désormais classiques et les plus utilisés sont les exercices à trous qui vous sont très familiers. Dans la liste, il y a presque toujours deux mots de plus. Vous devez utiliser chaque mot **une et une seule fois**. Là encore votre savoir- faire de lecture et de compréhension sont mis à l'épreuve. Il convient donc de lire la liste des mots proposés et de procéder ensuite à une lecture attentive pour dégager le thème général du paragraphe. Si, en passant, vous reconnaissez l'emplacement d'un mot mettez-y une croix et soulignez le mot au crayon. Au cas où le paragraphe a une introduction, la première phrase, généralement laissée intacte, vous aidera à comprendre le sens général du paragraphe. Maintenant lisez la liste des mots proposés encore une fois ; le sens et la forme grammaticale vous diront si le mot est à mettre, à ne pas mettre ou à écarter. Lorsque vous réussissez à mettre un ou deux mots, relisez encore une fois le paragraphe pour voir si c'est

bien la bonne réponse. Marquez au crayon (mettre une croix, souligner, encercler/barrer...) le(s) mot(s) déjà utilisé(s). Si vous n'êtes pas sûr d'une réponse, évitez de vous attarder; mettez un point d'interrogation devant, au crayon bien sûr, et revenez-y ultérieurement. Et à ce propos, la gestion rationnelle du temps est vivement recommandée. Attention lorsque vous recopiez les mots, les fautes d'inattention peuvent vous coûter cher. En effet, il faut faire très attention à l'orthographe des mots, et si un mot est à utiliser au début d'une phrase, il doit impérativement commencer par une majuscule.

Dans l'exercice à choix multiples, vous avez le tronc qui est la phrase à compléter, suivi (dans le cas de l'épreuve d'anglais) de trois choix de réponse dont **une et une seule** est la bonne réponse. Les deux autres choix de réponse sont des leurres. Si vous êtes sûr de l'un des leurres, procédez alors par élimination et écartez le immédiatement pour passer de 33% à 50% de chance d'avoir la bonne réponse. Vous pourrez également lire le tronc et essayer de répondre mentalement sans vous soucier des trois choix proposés. Ensuite il faut confronter votre réponse avec les choix proposés. Si cette méthode ne marche pas, lisez le tronc suivi chaque fois de l'un des trois choix de réponse car la bonne réponse sonne bien la plupart du temps. S'il existe une continuité au niveau du sens et au niveau grammatical, c'est probablement la bonne réponse. Parfois il y a des troncs qui ne s'accordent pas grammaticalement avec les choix de réponse, ce qui facilite leur élimination!

Il y a lieu de noter, ici, que cet exercice peut être présenté sous la forme d'un tableau. Là, il faut bien lire la consigne : si on vous demande d'encercler le mot correct, faites-le. Si, par contre, on vous demande de réécrire le mot choisi dans le vide, il faut le faire.

Si l'un des exercices proposés est un exercice d'appariement (*'matching'*), il se présentera à peu près comme suit : un tableau dont la colonne „A" contient, par exemple, des parties de phrases numérotées et en ordre et dont la colonne „B" contient des parties de phrases en désordre. Il y a toujours (sauf si autrement indiqué) une partie de plus dans la colonne B: c'est un leurre.

Là encore votre savoir faire de lecture et de compréhension sont des atouts importants. Lisez donc les phrases/le dialogue dans la colonne 'A' et aussi le contenu de la colonne 'B' pour essayer de cerner l'idée clé du dialogue/paragraphe. Vous pouvez commencer par éliminer le leurre si vous le reconnaissez. Ceci réduit les choix de réponse et facilite votre tâche. Faites appel au sens et à votre connaissance des formes grammaticales et des fonctions pour trouver les bonnes réponses. Marquez chaque réponse définitive avec un crayon pour réduire le champ des choix à faire et faciliter votre travail. Relisez le dialogue/paragraphe chaque fois que vous trouvez une ou deux bonnes réponses pour en avoir le cœur net. Il faut toujours répondre (sauf si autrement indiqué dans la consigne) en indiquant la bonne lettre dans l'espace réservé aux réponses

1 +	2 +	3 +	4 +	5 + *f*	6 +

L'un des exercices proposés peut être, entre autres, un exercice portant sur la conjugaison et la morphologie. C'est un exercice qui vous est familier. Il consiste en un paragraphe ou vous avez des mots (essentiellement verbes et/ou noms, généralement au nombre de six ou sept). Votre tâche consiste à mettre les mots dans les temps et/ou les formes corrects. Les formes pourraient être : un nom (singulier ou pluriel selon le contexte), un adjectif, un participe passé un adverbe, un participe présent (le mot +ing), la voix passive... Pour ce qui est de la conjugaison, on ne saura trop vous recommander de faire appel à votre talent de lecture et compréhension et de

vous fier au sens tout d'abord tout en détectant les indicateurs de temps comme „last/next/ the previous week/month/year, ago, soon, tomorrow, two months/days / years later, in 1968, in the year 2002, since, for, recently, lately, rarely, generally, usually, never, often, always, now, nowadays..."

Un exercice ajouté récemment à la composante 'Langue' consiste à reformuler conformément à une consigne précise **deux** phrases séparées. Là, votre savoir grammatical est mis à l'épreuve. Par exemple, on pourrait vous demander de reformuler la phrase en utilisant 'Unless,' ou en effectuant une inversion en commençant la phrase avec 'By no means'. On pourrait éventuellement tester votre connaissance de la voix passive, du style direct et indirect et des adjectifs composés de la même façon II faut donc bien lire la consigne et la phrase initiale afin d'identifier la forme et/ou la règle grammaticale à employer dans la phrase reformulée.

III. L'EXPRESSION ECRITE

Deux exercices vous seront proposés : un exercice guidé et un exercice moins contrôlé (relativement libre) dont les thèmes sont familiers, motivants et intéressants.

Dans l'exercice guidé, on vous demandera de faire l'une des trois tâches suivantes :

- Vous avez à compléter un dialogue court.
- Vous avez à développer des notes pour avoir des phrases cohérentes
- Vous avez un tableau, un diagramme, un graphe ou une image à transformer en texte.

Dans l'exercice de rédaction relativement libre vous devez:

- bien comprendre le sujet proposé. Faites donc plusieurs lectures attentives du sujet et soulignez toute consigne à propos de la longueur, du format demandé (lettre, article, email, etc.) et du destinataire (ceci est très important pour le choix du degré de formalité de votre production) Notez aussi les verbes importants qui contrôlent la consigne comme „describe, analyze, compare, contrast, define, discuss, explain, and illustrate, state, …"
- prendre quelques minutes pour faire un plan,
- rédiger une introduction qui peut être une question à laquelle vous répondez dans la conclusion ou bien une affirmation que vous appuyez dans la conclusion
- rédiger des phrases courtes et claires,
- veiller à l'enchaînement logique et fluide des phrases et des paragraphes,
- éviter d'écrire des phrases superflues. D'ailleurs vous n'avez pas le temps de le faire, faire attention au temps employé et à l'accord sujet et verbe,
- éviter les articles inutiles,
- mettre les «s» de la troisième personne: „he make**s**"
- mettre les «s» du pluriel,
- éviter de mettre des «s» aux noms incomptables (advice, information, etc.),
- soigner votre écriture,
- utiliser la ponctuation à bon escient,
- gérer judicieusement votre temps,
- relire votre production afin de corriger toutes sortes de fautes

Les critères d'évaluation de cet exercice portent sur :

- adhérence à la tâche et adéquation du contenu
- exactitude lexicale et grammaticale
- ponctuation et orthographe

SCIENCES TECHNIQUES SESSION PRINCIPALE
CORRIGE

	CORRECTION	SCALE
	READING COMPREHENSION	**12 marks**
1.	a	1 mark
2.	a- I couldn't find any school with the facilities to accept him and was constantly rejected b- Because there was no suitable public transport	2 X 1 = 2 marks
3.	constructed - Despite - mind	3 X 1= 3 marks
4.	loving - brave	2 X 1= 2 marks
5.	a- to give up on b- to raise	2 X 1= 2 marks
	home	1 mark
6.	Any **plausible** and **justified** answer is accepted	1 mark
	WRITING	**12 marks**
	• Adherence to task • Language	2 marks 2 marks
2.	• Adherence to task • Language • Mechanics of writing	3 marks 3 marks 2 marks
	LANGUAGE	**6 marks**
1.	stop – save – emissions – safer – tips – on	6 X 0,5 = 3 marks
2.	has been – famous – visitors – cultural – going - biggest	6 X 0,5 = 3 marks

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ●●○●● EXAMEN DU BACCALAURÉAT SESSION 2017	Épreuve : **ANGLAIS** Section : **Sciences Techniques** Durée : **2h** — Coefficient : **1** **Session de contrôle**

Le sujet comporte 4 pages

I- READING COMPREHENSION

A- THE TEXT

1. It is the first day of school in a classroom in South Korea. The door swings open as children scurry to their seats. But rather than a human teacher waiting at the chalkboard, a robot greets the class. A white and yellow tower on wheels, the robot has a screen face, moveable arms and has the capability to make gestures. Robosem is a telepresence-focused robot that teaches English - in a **country** where certified English teachers are scarce. South Korea is a leader in implementing classroom robotics in every kindergarten program, and the phenomenon is quickly spreading.

2. But will robots one day replace teachers? "No. Never. Ever. Ever," said Brian Johnson, Intel futurist. "Education is about people. However, robots can be excellent extensions of parents and teachers at home and in the classroom." Johnson sees that for children with different learning styles or learning disabilities, robots can be excellent teachers and learning companions. "Unlike computers or tablets, robots are social and can connect with children," he said.

3. In the United Kingdom, the newly-developed Kaspar helps autistic children. Specially designed with a human-like face and the tacit complexities therein, Kaspar helps teach facial expressions and appropriate physical contact, creating a safer learning environment for special-need children.

4. Rubi, in the USA, runs through repeated exercises to teach foreign languages to pre-schoolers and has proven quite successful at teaching language cooperation. Johnson, however, believes robots can be excellent assistants, but are still just machines, lacking in human emotional intelligence and spontaneity. "All technology is a tool—just different types of hammers," he says.

Adapted from http://iq.intel.com/

October 30, 2014

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

.....

.....

ANGLAIS (SECTION: Sciences Techniques)

B- Comprehension questions (12marks)

1) Read the text and tick (✓) the right option. (1mark)

The text is **mainly** about:

a) learning languages without robots ☐

b) using robot teachers in the classroom ☐

c) replacing all teachers with robots. ☐

2) For each of the following statements, find one detail showing that it is false. (2 marks)

a. South Korea is far behind other countries in using robots in the classroom. **(parag. 1)**

---

b. English-teaching robots are not able to communicate with children **(parag.2)**

---

3) Complete the following table with the right information from paragraphs three and four. (3 marks)

Country	Robot	Target Learners
The United Kingdom		
The USA	Rubi	

4) Complete the following summary about robots' capabilities with three words from paragraphs three and four (3marks)

Robotics has been used in many schools in both the UK and the USA. Robots are capable of doing multi-functional activities in order to establish a secure learning---------- for pupils. Children can learn some facial expressions as well as some ---------- physical activities. They also find it easy to learn some ---------- languages.

5) Find a word in paragraph one meaning nearly the same as : (1mark)

move quickly with small short steps: ----------

6) What does the underlined word in the text refer to? (1mark)

<u>**country**</u> (parag.1) refers to: ----------

7) Would you prefer to be taught by a human or a robot teacher? Why? Why not? (1mark)

I would prefer to be taught by----------

NE RIEN ECRIRE ICI

II- WRITING (12marks)

1) Use the notes below to write a biography of Alexander Fleming. (4 marks)

Name	Alexander Fleming
Date and place of birth	Scotland/ August 1881
Education	study/ medicine/ University/ London
Achievement	discover penicillin: 1928
Award	Nobel Prize/ medicine
Death	March 1955

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2) As tourism in Tunisia is going through hard times, you have decided to write a **ten-line advertisement,** to post on your Facebook page, in which you **encourage** tourists to visit your country. **(8 marks)**

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NE RIEN ECRIRE ICI

III- LANGUAGE (6 marks)

1) Fill in the blanks with 6 words from the list below. (3marks)

fit - weight - estimated - diet - obese - over - unless - cure

The problem of childhood obesity in the United States has grown considerably in recent years. Between 16 and 33 % of children and adolescents are ..... Obesity is among the easiest medical conditions to recognize but most difficult to ..... . Unhealthy ..... gain due to poor diet and lack of exercise is responsible for ..... 300,000 deaths each year. The annual cost to society for obesity is ..... at nearly $100 billion. Overweight children are much more likely to become overweight adults ..... they adopt and maintain healthier patterns of eating and exercise.

2) Put the bracketed words in the right tense or form. (3marks)

While most people realize that saving energy is something they should be **(to push)** ..... toward, not everyone understands the reasons why it is important. The energy we use today **(derive)** ..... from fossil fuels. Converting fossil fuels into usable energy, such as gasoline or electricity, **(emit)** .....carbon dioxide into the air. These emissions contribute to global **(warm)** ..... and air pollution, both of which can cause cancer and other **(ill)** ..... in human beings. Conserving energy reduces the amount of carbon dioxide being released into the atmosphere and can lead to a **(good)** ..... quality of health for people.

SCIENCES TECHNIQUES SESSION DE CONTROLE
CORRIGE

	CORRECTION	SCALE
	READING COMPREHENSION	**12 marks**
1.	a	1 mark
2.	a- I couldn't find any school with the facilities to accept him and was constantly rejected b- Because there was no suitable public transport	2 X 1 = 2 marks
3.	constructed - Despite - mind	3 X 1= 3 marks
4.	loving - brave	2 X 1= 2 marks
5.	a- to give up on b- to raise	2 X 1= 2 marks
	home	1 mark
6.	Any **plausible** and **justified** answer is accepted	1 mark
	WRITING	**12 marks**
	• Adherence to task • Language	2 marks 2 marks
2.	• Adherence to task • Language • Mechanics of writing	3 marks 3 marks 2 marks
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RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ***** EXAMEN DU BACCALAURÉAT	Épreuve : **ANGLAIS**	
	Section : **Sciences Techniques**	
	Durée : 2 H	Coefficient : 1
SESSION 2016	**Session principale**	

Le sujet comporte 4 pages

I- READING COMPREHENSION

A- THE TEXT

1- Each morning, about 450 students travel along 17 school bus routes to 10 elementary schools in the city of Lecco, Italy without taking any school buses. In 2003, to confront the triple threats of childhood obesity, traffic jams and, most importantly, a rise in global greenhouse gases caused by car emissions, environmental activists here proposed a new concept: Children should walk to school. **They** set up a "piedibus" - foot bus in Italian- route with a driver but no vehicle. Each morning, a mix of paid staff members and parental volunteers in fluorescent yellow vests lead lines of students along Lecco's twisting streets to the schools' gates.

2- At the Castello School, 100 children or more than half of the students now walk to school. Guilio Greppi, a 9- year-old student, said he had been driven about 500 meters each way until he started taking the piedibus. "I get to see my friends and we feel special because we know it's good for the environment," he said. Naturally, some children whine on rainy mornings. Therefore, participation falls by 20 percent on such days, though **it** increases during snowfalls.

3- Although each route is generally about a kilometer, the town's piedibuses have so far got rid of more than 160,000 kilometers of car travel and, in principle, prevented thousands of tons of greenhouse gases from entering the air, estimated Dario Pesenti, the town's environment auditor. To encourage use, the city of Lecco contributes nearly $20,000 annually to organizing and providing staff members for the piedibus.

Adapted from ***International Herald Tribune***

Friday, March 27, 2009

B- Comprehension questions (12marks)

1) Read the text and tick (✓) the right option. (1mark)

The text is about a programme that

a) encourages students to walk to school.

b) teaches students how to ride to school.

c) obliges students to walk to school.

2) Complete the table with information from paragraph 1. (3marks)

Program	Country	Problems to solve
"piedibus" (foot bus)	.....	a) ..... b) ..... c) a rise in global greenhouse gases

3) For each of the following statements, pick out one detail from the text showing that it is false. (3marks)

a) All students' parents participate in the programme. **(parag. 1)**

.....

b) Participation in "piedibus" increases on rainy days. **(parag. 2)**

.....

c) Reducing car travel has had a negative effect on the environment. **(parag. 3)**

.....

4) Find words in the text meaning nearly the same as : (2marks)

a) make a complaining cry : **(parag. 2)**.....

b) eliminated : **(parag. 3)**.....

5) What do the underlined words in the text refer to ? (2marks)

a) "<u>They</u>" in paragraph 1 refers to: .....

b) "<u>it</u>" in paragraph 2 refers to: .....

6) Give a personal justified answer to the following question. (1mark)

Do you think "piedibus" is a successful program ? Why / why not ?

I think that.....because.....

.....

II- WRITING (12marks)

1) **Use the information below to write a 4-line paragraph about the electronic robot. (4marks)**

Type	**an automatic device**
Creation	**by William Grey Walter/ Bristol, England/ 1948**
Characteristics	**-electro-mechanical machine** **-guided by a computer programme**
Functions	**perform repetitive dangerous tasks**

.....

.....

.....

.....

2) **Your friend is an engineer and has been offered a job in a foreign country. However, he/she is hesitant about whether to accept the offer or turn it down. Write him/her a10-line letter in which you advise him/her <u>not to miss this opportunity.</u> (8marks)**

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III- LANGUAGE (6 marks)

1) Fill in the blanks with 6 words from the list below. (3marks)

remain - both – including – only – from –prevents – costs - to

Violence against women and girls is a serious violation of human rights. Its effects vary.....immediate to long-term physical and mental consequences for women and girls,.....death. It negatively affects women's general well-being and ..... them from fully participating in society. Violence not .....has negative consequences for women but also their families, the community and the country at large. It has enormous .....ranging from greater health care and legal expenses to losses in productivity. It also has effects on..... national budgets and general development. Thus, a large number of countries have already adopted laws against domestic violence.

2) Put the bracketed words in the right tense or form. (3marks)

Now electricity really could grow on trees! Scientists have invented a 'wind tree' that uses turbines put inside plastic leaves to create power. **(Invent)**.....hope they can be used in people's homes and city centers. They claim the tree is **(little)**.....apparent and more durable than wind turbines. The 'wind tree' **(have)** .....small blades which lie in the 'leaves' that turn in breezes. A French team of engineers has developed a man- **(make)** .....tree that can generate electricity using the wind. The idea came to them in a square where they **(see)**.....the leaves moving when there was not a breath of air. The founders believe the 'wind tree' will be **(sell)** ..... in 2015.

A N G L A I S

EXPLICATIONS ET RECOMMANDATIONSGENERALES

I. LA COMPREHENSION DU TEXTE

A. **Le texte:**

Vous avez un texte de 300 mots (10% plus ou moins) dont la compréhension est à la portée de l'élève moyen. On ne saura trop vous recommander de faire deux voire même trois lectures attentives du texte afin d'en dégager le thème et saisir quelques détails importants car il y aura toujours des questions qui portent sur **la compréhension globale** et des questions qui traitent des **détails**. Ne vous affolez pas surtout s'il y a quelques mots que vous ne connaissez pas; il y en a toujours dans un texte. Essayez de les comprendre à travers le contexte ou recherchez les préfixes ou les suffixes. Peut être vous n'aurez jamais besoin de les comprendre pour répondre aux questions!

N'oubliez pas les titres, sous titres et les notes de bas de page qui peuvent bien vous éclairer quant à la forme du texte (lettre, article, histoire, date, etc....) et à l'idée générale.

B. **Les questions:**

Ayant fait suffisamment d'exercices durant vos études (et dans les devoirs de synthèse) à l'école de base et au secondaire, vous n'aurez sûrement pas de surprises au niveau des types de questions. La recommandation capitale est de bien lire la consigne et de **s'y conformer**: si on vous demande de cocher une case, cochez la, si on vous demande d'encercler une réponse, faites le, et ce pour donner des réponses claires, nettes et convaincantes.

Pour les questions à choix multiples, il y a toujours **une et une seule bonne réponse** (sauf si l'on vous indique autrement dans la consigne). Les autres réponses (au nombre de deux en général) sont des leurres qui peuvent parfois vous tromper si vous ne faites pas attention; d'où la nécessité d'une lecture attentive.

Les questions qui consistent à compléter des tableaux ou des paragraphes vous sont très familières. Complétez toujours le tableau avec des détails relevés minutieusement du texte (des dates, des noms, etc…). La plupart du temps, on vous indique le paragraphe, ce qui facilite votre tâche. Evitez d'écrire des phrases toutes entières ou des tranches de phrases qui peuvent bien porter des détails à ne pas mettre dans le tableau. Soyez donc précis et ne mettez pas de détails qui pourraient fausser la réponse.

II y a aussi les questions où l'on vous demande de prouver par des détails ou des phrases relevées dans le texte que les affirmations proposées sont fausses. Là encore, vous vous y connaissez. Il est inutile et c'est même faux de répondre par 'vrai' ou 'faux' puisque les affirmations sont déjà fausses. Evitez également de mettre l'affirmation à la forme négative ou affirmative pour prouver qu'elle est incorrecte. Il faut tout simplement chercher le bon détail ou la bonne phrase dans le texte. Si vous mettez des détails, des mots ou des phrases superflues, vous risquez de perdre des points précieux. Aussi faut-il que la réponse soit claire et précise. Il vous est donc recommandé de bien comprendre les affirmations proposées et explorer le texte ou le paragraphe pour trouver le détail ou la phrase (parfois on vous demande des phrases) qui va à l'encontre de l'affirmation proposée.

Voici un exercice assez souvent utilisé: un exercice à trous où l'on vous demande de relever des mots du texte pour compléter un résumé de ce dernier. Il est donc conseillé de bien lire ce résumé à trous deux ou trois fois tout d'abord. Ensuite une ou deux lectures du texte s'imposent; ceci vous permettra d'en comprendre l'idée générale. Maintenant, lisez le résumé encore une fois et complétez le sans oublier de le relire chaque fois que vous ajoutez un ou deux mots pour s'assurer que les mots que vous utilisez vont bel et bien avec le sens général du paragraphe. Une variation de ce type d'exercices consiste à remplir les vides avec des informations tirées du texte. Là, chaque vide peut contenir plusieurs mots. Lisez bien la consigne !

Les questions de référence (« What do the words refer to? ») sont parfois assez délicates. Le mot souligné dans le texte peut parfois remplacer un mot, plusieurs mots, une phrase, une idée ou même un paragraphe. Le plus souvent, le mot souligné a un caractère anaphorique, c'est-à-dire qu'il vous renvoie à un mot, un objet, une phrase-ou un paragraphe antérieur. Toutefois, parfois il peut renvoyer à un mot, un objet, une phrase, ou un paragraphe postérieur. C'est pourquoi, il faut bien lire et relire le contexte avant et après le mot souligné pour donner une réponse précise et définitive.

Pour trouver des mots qui correspondent à des définitions proposées, vous disposez d'un atout très important: **le contexte.** Lisez donc bien les définitions et le paragraphe indiqué pour identifier les mots. N'oubliez pas de remplacer chaque fois le mot du texte par la définition pour vérifier si c'est bel et bien la bonne réponse. Une variation de cette technique consiste à rechercher l'antonyme de quelques mots présentés.

La dernière question de compréhension, depuis quelques années, est une question d'évaluation qui vous demande votre **avis personnel** et **justifié**. Ne la considérez pas comme une question détachée du texte. Partez de votre compréhension du texte pour donner une réponse courte (ne dépassez pas deux phrases), soyez clair et précis et surtout justifiez votre réponse. Ne faites pas des copies intégrales du texte.

Une question récemment ajoutée à la composante d'étude de texte porte sur les fonctions langagières.

Le candidat est appelé à identifier la fonction exprimée par une déclaration ou une expression dans le texte ou à retrouver la déclaration/ ou l'expression qui correspond à une fonction donnée. Une connaissance des fonctions langagières et les expressions qui s'y rapportent est, donc, indispensable. Vous avez sûrement acquis un répertoire important de fonctions langagières(apologizing, inviting,. complaining, advising, suggesting, blaming, expressing surprise, a wish, regret, desire...) et les expressions qui y correspondent.

Une autre question pourrait consister à apparier les paragraphes du texte avec leurs titres (ou sous-titres)

Vous avez sans doute remarqué que toutes les questions vous demandent d'exercer votre talent de lecture et d'étude de texte. Vous avez certainement fait beaucoup d'exercices de ce genre et bien d'autres encore.

II. LA LANGUE

Cette composante consiste en deux ou trois exercices visant à évaluer les acquis lexicaux ou/et grammaticaux du candidat.

Les exercices désormais classiques et les plus utilisés sont les exercices à trous qui vous sont très familiers. Dans la liste, il y a presque toujours deux mots de plus. Vous devez utiliser chaque mot **une et une seule fois**. Là encore votre savoir- faire de lecture et de compréhension est mis à l'épreuve. Il convient donc de lire la liste des mots proposés et de procéder ensuite à une lecture attentive pour dégager le thème général du paragraphe. Si, en passant, vous reconnaissez l'emplacement d'un mot, mettez y une croix et soulignez le mot au crayon. Au cas où le paragraphe a une introduction, la première phrase, généralement laissée intacte, vous aidera à comprendre le sens général du paragraphe. Maintenant, lisez la liste des mots proposés encore une fois; le sens et la forme grammaticale vous diront si le mot est à mettre, à ne pas mettre ou à écarter. Lorsque vous réussissez à mettre un ou deux mots, relisez encore une fois le paragraphe pour voir si c'est bien la bonne réponse. Marquez au crayon (mettre une croix, souligner, encercler/barrer...) le(s) mot(s) déjà utilisé(s). Si vous n'êtes pas sûr d'une réponse, évitez de vous attarder; mettez un point d'interrogation devant, au crayon bien sûr, et revenez-y ultérieurement. Et à ce propos, la gestion rationnelle du temps est vivement recommandée. Attention lorsque vous recopiez les mots, les fautes d'inattention peuvent vous coûter cher. En effet, il faut faire très attention à l'orthographe des mots, et si un mot est à utiliser au début d'une phrase, il doit impérativement commencer par une majuscule.

Dans l'exercice à choix multiples, vous avez le tronc qui est la phrase à compléter, suivi (dans le cas de l'épreuve d'anglais) de trois choix de réponse dont **une et une seule** est la bonne réponse. Les deux autres choix de réponse sont des leurres. Si vous êtes sûr de l'un des leurres, procédez alors par élimination et écartez le immédiatement pour passer de 33% à 50% de chance d'avoir la bonne réponse. Vous pourrez également lire le tronc et essayer de répondre mentalement sans vous soucier des trois choix proposés. Ensuite il faut confronter votre réponse avec les choix proposés. Si cette méthode ne marche pas, lisez le tronc suivi chaque fois de l'un des trois choix de réponse car la bonne réponse sonne bien la plupart du temps. S'il existe une continuité au niveau du sens et au niveau grammatical, c'est probablement la bonne réponse. Parfois il y a des troncs qui ne s'accordent pas grammaticalement avec les choix de réponse, ce qui facilite leur élimination!

Il y a lieu de noter, ici, que cet exercice peut être présenté sous la forme d'un tableau. Là, il faut bien lire la consigne : si on vous demande d'encercler le mot correct, faites-le. Si, par contre, on vous demande de réécrire le mot choisi dans le vide, il faut le faire.

Si l'un des exercices proposés est un exercice d'appariement (*'matching'*), il se présentera à peu près comme suit : un tableau dont la colonne „A" contient, par exemple, des parties de phrases numérotées et en ordre et dont la colonne „B" contient des parties de phrases en désordre. Il y a toujours (sauf si autrement indiqué) une partie de plus dans la colonne B: c'est un leurre.

Là encore votre savoir faire de lecture et de compréhension sont des atouts importants. Lisez donc les phrases/le dialogue dans la colonne 'A' et aussi le contenu de la colonne 'B' pour essayer de cerner l'idée clé du dialogue/paragraphe. Vous pouvez commencer par éliminer le leurre si vous le reconnaissez. Ceci réduit les choix de réponse et facilite votre tâche. Faites appel au sens et à votre connaissance des formes grammaticales et des fonctions pour trouver les bonnes réponses. Marquez chaque réponse définitive avec un crayon pour réduire le champ des choix à faire et faciliter votre travail. Relisez le dialogue/paragraphe

chaque fois que vous trouvez une ou deux bonnes réponses pour en avoir le cœur net. Il faut toujours répondre (sauf si autrement indiqué dans la consigne) en indiquant la bonne lettre dans l"espace réservé aux réponses

1 + *d*	2 + *c*	3 + *e*	4 + *a*	5 + *f*	6 + *b*

L'un des exercices proposés peut être, entre autres, un exercice portant sur la conjugaison et la morphologie. C'est un exercice qui vous est familier. Il consiste en un paragraphe où vous avez des mots (essentiellement verbes et/ou noms, généralement au nombre de six ou sept). Votre tâche consiste à mettre les mots dans les temps et/ou les formes corrects. Les formes pourraient être : un nom (singulier ou pluriel selon le contexte), un adjectif, un participe passé un adverbe, un participe présent (le mot +ing), la voix passive, la forme comparative ou superlative... Pour ce qui est de la conjugaison, on ne saura trop vous recommander de faire appel à votre talent de lecture et compréhension et de vous fier au sens tout d'abord tout en détectant les indicateurs de temps comme „last/next/ the previous week/month/year, ago, soon, tomorrow, two months/days / years later, in 1968, in the year 2002, since, for, recently, lately, rarely, generally, usually, never, often, always, now, nowadays..."

Un exercice ajouté récemment à la composante 'Langue' consiste à reformuler conformément à une consigne précise **deux** phrases séparées. Là, votre savoir grammatical est mis à l'épreuve. Par exemple, on pourrait vous demander de reformuler la phrase en utilisant *'Unless*,' ou en effectuant une inversion en commençant la phrase avec *'By no means'*. On pourrait éventuellement tester votre connaissance de la voix passive, du style direct et indirect et des adjectifs composés de la même façon II faut donc bien lire la consigne et la phrase initiale afin d'identifier la forme et/ou la règle grammaticale à employer dans la phrase reformulée.

III. L'EXPRESSION ECRITE

Deux exercices vous seront proposés : un exercice guidé et un exercice moins contrôlé (relativement libre) dont les thèmes sont motivants et intéressants

Dans l'exercice guidé, on vous demandera de faire l'une des trois tâches suivantes :

- Vous avez à compléter un dialogue court.
- Vous avez à développer des notes pour avoir des phrases cohérentes
- Vous avez un tableau, un diagramme, un graphe ou une image à transformer en texte.

Dans l'exercice de rédaction relativement libre vous devez:

- bien comprendre le sujet proposé. Faites donc plusieurs lectures attentives du sujet et soulignez toute consigne à propos de la longueur, du format demandé (lettre, article, email, etc.) et du destinataire (ceci est très important pour le choix du degré de formalité de votre production) Notez aussi les verbes importants qui contrôlent la consigne comme « describe, analyze, compare, contrast, define, discuss, explain, and illustrate, state, … »
- prendre quelques minutes pour faire un plan,
- rédiger une introduction qui peut être une question à laquelle vous répondez dans la conclusion ou bien une affirmation que vous appuyez dans la conclusion
- rédiger des phrases courtes et claires,
- veiller à l'enchaînement logique et fluide des phrases et des paragraphes : la cohérence et la cohésion de votre production sont importantes lorsqu'on vous accorde la note,
- éviter d'écrire des phrases superflues. D'ailleurs vous n'avez pas le temps de le faire,
- faire attention au temps employé et à l'accord sujet et verbe,
- éviter les articles inutiles,
- mettre les «s» de la troisième personne: 'he makes'
- mettre les «s» du pluriel,
- éviter de mettre des «s» aux noms incomptables (advice, information, etc.),
- soigner votre écriture,

- utiliser la ponctuation à bon escient,
- gérer judicieusement votre temps,
- relire votre production afin de corriger toutes sortes de fautes

Les critères d'évaluation de cet exercice portent sur :

- adhérence à la tâche et adéquation du contenu
- exactitude lexicale et grammaticale
- ponctuation et orthographe

SECTIONS : Mathématiques +Sciences Expérimentales + Economie et Gestion + Sciences de l'Informatique

ANGLAIS (SESSION PRINCIPALE)

Le sujet comporte 04 pages

I. READING COMPREHENSION

1. It's common these days to hear of a new mobile game that accumulates impressive downloads and sales almost overnight–and then disappears just as fast. A growing raft of gamelike applications (apps) hope to stay in users' pockets for the long term. How? By offering them the ability to learn a new language, practise web coding or improve their memory. As smartphones become a constant part of the human experience, more and more people are wondering what their phones have done for them. So-called brain- training apps propose we spend our free time training our minds. "There's a long-term consumer interest in health", explains Kunal Sarkar, the manager of brain-training company Lumosity. "Taking care of your mind is another part of that".

2. The difference from past generations of educational software programs that teach typing or basic math is that these apps feel like games, not homework. Lumosity, a puzzle program, was created by neuroscientists in collaboration with game designers. More than 18 million people have downloaded it since its launch last year. 'Duolingo', an app that teaches foreign languages, grants users experience points and badges as they learn new grammar skills, much as console titles like 'Call of Duty' do. And 'Codecademy' teaches the basics of computer programming in short tutorials.

3. Brain apps are hardly a cure-all. Conversing with native speakers remains the best way to learn a foreign language. Some experts even question Lumosity's long-term mental benefits. At the very least, though, these apps work on the same basic concept that teachers have been trying to drill into our heads since kindergarten: learning can be fun.

Time Magazine October 13th, 2014 (Adapted)

CORRIGE (SESSION PRINCIPALE)

	CORRECTION	SCALE
	READING COMPREHENSION	**12 marks**
1.	a or c	1 mark
2.	**Mobile apps** / **Use** a) Codeacademy — **a) Teaching the basics of computer programming** b) Lumosity — **b) Puzzle program** c) **Duolingo** — c) Language teaching	3 X 1 = 3 marks
3.	a) (As smartphones become a constant part of the human experience, more and more) people are wondering what their phones have done for them. b) Lumosity, a puzzle program, was created by neuroscientists in collaboration with game designers. c) Conversing with native speakers remains the best way to learn a foreign language.	3 X 1 = 3 marks
4.	a. a raft b. software programs that teach / tutorials	2 X 1 = 2 marks
5.	a) consumer interest in health b) Lumosity / the puzzle program	2 X 1 = 2 marks
6.	Accept any plausible and justified answer	1 mark
	WRITING	**12 marks**
1.	➔ Appropriate use of the prompts ➔ Language	2 marks 2 marks
2.	Adherence to task Language accuracy Mechanics of writing	3 marks 3 marks 2 marks
	LANGUAGE	**12 marks**
1.	enough – limits – safe – issue – exposed - health	6 X 0,5 = 3 marks
2.	qualifications – is presented – organising – best – helpful – have been using / have used	6 X 0,5 = 3 marks

SECTIONS : Mathématiques +Sciences Expérimentales + Economie et Gestion + Sciences de l'Informatique

SESSION DE CONTRÔLE

Le sujet comporte 4 pages

I. READING COMPREHENSION (12 marks)

1. A test that tells you how long you will live for is to go on sale in Britain this year. The £435 blood test will offer the alluring possibility of estimating your lifespan. Some scientists said the test could also provide insights into a range of age-related disorders like Alzheimer's and cancer. Others, however, have already raised questions about ethical issues.

2. Researchers working on the technology said they would be able to read a person's 'biological age' by the length of structures on the ends of a person's chromosomes, called telomeres. They believe telomeres are an important indicator of the speed at which a person is ageing. Several studies have

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ***** EXAMEN DU BACCALAURÉAT	Épreuve : **ANGLAIS**	
	Section : **Sciences Techniques**	
	Durée : **2 H**	Coefficient : **1**
SESSION 2016	**Session de contrôle**	

Le sujet comporte 4 pages

I- READING COMPREHENSION

A- THE TEXT

1- In the daily struggle to catch and hold pupils' attention, teachers in one region of Spain are getting a little help from the state. As of this month, a new law in Castilla-La Mancha prevents school children from bringing smartphones into classrooms.

2- For many schools in the region, the legislation simply gives legal support to rules they have had in place for years. Now, any pupil caught using their phones in class will face losing some break-time privileges or even detention. "The law is the result of teachers' complaints of constant interruptions in class as well as concerns about the use of phones to cheat," the head teacher of Fernando de Rojas state school said. "In recent years, with phones becoming part of teenagers' lives, teachers have also become worried about the increase of cyberbullying," he added. His school banned phones years ago, but pupils continue to sneak **them** in. "This law is a big help to what we're trying to do," he said.

3- In 2014, a study found that 94% of Spaniards between 16 and 35 had a mobile. 56% of pupils admitted using their phones during class despite bans. In the northern region of Galicia, authorities are debating whether a similar school wide ban on phones is needed, while many of them are taking it on themselves to take disciplinary action against mobiles in the classroom. But in the face of increasing prohibition, **some** are dealing with the issue differently. In the Torre Del Palau School, mobile phones have become part of the curriculum. "I guess it's better to join forces with the enemy here," the head teacher recently told teachers at a conference.

Adapted from ***The Guardian***

November 24, 2014

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

.....

.....

ANGLAIS (SECTION: Sciences Techniques)

B- Comprehension questions (12marks)

1) Tick the right option (✓)

The text is mainly about (1mark)

a) using smartphones outside the classroom

b) encouraging pupils to bring their mobiles into class

c) prohibiting smartphones in certain Spanish schools

2) For each of the following statements, find a detail showing that it is false. (3marks)

a) Some Spanish teachers are indifferent to their inattentive pupils (**parag.1**)

.....

b) Pupils who bring their phones into class are not punished (**parag.2**)

.....

c) The law succeeded in stopping all the pupils from using their phones **(parag.3)**

.....

3) Complete with words from paragraph 2. (3marks)

Teachers often complain about the use of phones in class which causes repeated .....of lessons. Besides, pupils use them to.....

Teachers also think that phones have increased.....

4) Find in the text words or expressions having the same meaning as: (2marks)

a) to bring something in quietly and secretly (parag.2) .....

b) work together (parag.3) .....

5) What do the underlined words in the text refer to? (2marks)

a) "**them**" **(parag.2)** refers to.....

b) "**some**" **(parag.3)** refers to.....

6) Give a personal justified answer to the following question. (1mark)

If you were the headmaster of your school, would you allow the use of smartphones in class? Why/why not?

If.....,I.....

.....

II- WRITING (12marks)

1) Use the following notes to write a 4-line paragraph about the National Wildlife Federation Organization. (4marks)

Foundation	**1936 /by Jay darling**
Members	**4 million/48 agencies**
Aims	**-preserve animals in the USA** **-promote/ identify innovative approaches to safeguard endangered species**
Celebration	**77th anniversary/ 2013**

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2) Facebook has become a very popular social network among teenagers and even children. Some people think this means of communication has negative effects on youths. Do you agree or disagree? Write a 10- line article to be published on your Facebook page in which you state your opinion about the issue. (8marks)

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III- LANGUAGE (6marks)

1) Fill in the blanks with 6 words from the list below. (3marks)

may - for - safe - with - must - eating - maintain - provide

Fruits and vegetables are part of a well-balanced and healthy eating plan. There are many different ways to lose or .....a healthy weight. Using more fruits and vegetables along..... whole grains and lean meat, nuts and beans is a..... one. Helping control your weight is not the only benefit of .....more fruits and vegetables. Diets rich in fruits and vegetables.....reduce the risk of some types of cancer and other chronic diseases. Such diets also .....essential vitamins and minerals.

2) Put the bracketed words in the right tense or form. (3marks)

A Swedish woman has been banned from smoking in her back garden because her neighbour is allergic to cigarette smoke. The problem started when the lawyer **(buy)**.....the house next to Mary three years ago. Mr Johnson asked her not to smoke next to his garden but the woman **(not/ stop)** .....smoking. The neighbours stopped **(talk)** .....to each other and they communicated through their **(law)** ..... and the media. Mr Johnson **(must)** .....wear an oxygen mask from the house to his car. In fact, without that mask, it took only seconds for the smoke to affect him heavily, leaving him struggling for **(breathe)** .....and even help from anyone in the surroundings.

Le sujet comporte 4 pages

READING COMPREHENSION (12 marks)

The text

1- In the daily struggle to catch and hold pupils' attention, teachers in one region of Spain are getting a little help from the state. As of this month, a new law in Castilla- La Mancha prevents school children from bringing smartphones into classrooms.

2- For many schools in the region, the legislation simply gives legal support to rules they have had in place for years. Now, any pupil caught using their phones in class will face losing some break-time privileges or even detention. "The law is the result of teachers' complaints of constant interruptions in class as well as concerns about the use of phones to cheat," the head teacher of Fernando de Rojas state school said. "In recent years, with phones becoming part of teenagers' lives, teachers have also become worried about the increase of cyberbullying," he added. His school banned phones years ago, but pupils continue to sneak them in. "This law is a big help to what we're trying to do," he said.

3- In 2014, a study found that 94% of Spaniards between 16 and 35 had a mobile.
56% of pupils admitted using their phones during class despite bans. In the northern region of Galicia, authorities are debating whether a similar school wide ban on phones is needed, while many of them are taking it on themselves to take disciplinary action against mobiles in the classroom. But in the face of increasing prohibition, some are dealing with the issue differently. In the Torre Del Palau School, mobile phones have become part of the curriculum. "I guess it's better to join forces with the enemy here," the head teacher recently told teachers at a conference.

Adapted from The Guardian November 24, 2014

Comprehension questions (12marks)

1) Tick the right option (□)

The text is mainly about (1mark)

a) using smartphones outside the classroom

b) encouraging pupils to bring their mobiles into class

c) prohibiting smartphones in certain Spanish schools

2) For each of the following statements, find a detail showing that it is false. (3marks)

a) Some Spanish teachers are indifferent to their inattentive pupils (parag.1)

.....

b) Pupils who bring their phones into class are not punished (parag.2)

.....

c) The law succeeded in stopping all the pupils from using their phones (parag.3)

.....

3) Complete with words from paragraph 2. (3marks)

Teachers often complain about the use of phones in class which causes repeated .....of lessons. Besides, pupils use them to.....
Teachers also think that phones have increased.....

4) Find in the text words or expressions having the same meaning as: (2marks)

a) to bring something in quietly and secretly (parag.2) .....

b) work together (parag.3) .....

5) What do the underlined words in the text refer to? (2marks)

a) "<u>them</u>" (parag.2) refers to.....

b) "<u>some</u>" (parag.3) refers to.....

6) Give a personal justified answer to the following question. (1mark)

If you were the headmaster of your school, would you allow the use of smartphones in class? Why/why not? If.....,I.....

II- WRITING (12marks)

1) Use the following notes to write a 4-line paragraph about the National Wildlife Federation Organization. (4marks)

Foundation	1936 /by Jay darling
Members	4 million/48 agencies
Aims	-preserve animals in the USA -promote/ identify innovative approaches to safeguard endangered species
Celebration	77th anniversary/ 2013

.....

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.....

2) Facebook has become a very popular social network among teenagers and even children. Some people think this means of communication has negative effects on youths. Do you agree or disagree? Write a 10- line article to be published on your Facebook page in which you state your opinion about the issue. (8marks)

.....

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.....

III- LANGUAGE (6marks)

1) Fill in the blanks with 6 words from the list below. (3marks)

may - for - safe - with - must - eating - maintain - provide

Fruits and vegetables are part of a well-balanced and healthy eating plan. There are many different ways to lose or .....a healthy weight. Using more fruits and vegetables along..... whole grains and lean meat, nuts and beans is a..... one. Helping control your weight is not the only benefit of .....more fruits and vegetables. Diets rich in fruits and vegetables.....reduce the risk of some types of cancer and other chronic diseases. Such diets also .....essential vitamins and minerals.

2) Put the bracketed words in the right tense or form. (3marks)

A Swedish woman has been banned from smoking in her back garden because her neighbour is allergic to cigarette smoke. The problem started when the lawyer (buy).....the house next to Mary three years ago. Mr Johnson asked her not to smoke next to his garden but the woman (not/ stop) .....smoking. The neighbours stopped (talk) .....to each other and they communicated through their (law) ..... and the media. Mr Johnson (must) .....wear an oxygen mask from the house to his car. In fact, without that mask, it took only seconds for the smoke to affect him heavily, leaving him struggling for (breathe) .....and even help from anyone in the surroundings.

CORRIGE

SESSION DE CONTROLE

	CORRECTION	**SCALE**
	READING COMPREHENSION	**12 marks**
1.	c	1 mark
2.	a. in the daily struggle to catch and hold pupils' attention b. will face losing some break-time privileges / or (even) attention c. 56% of pupils admitted using their phones during class despite bans	3 X 1 = 3 marks
3.	interruptions – cheat - cyberbullying	3 X 1 = 3 marks
4.	a) (to) sneak (in) b) Join forces	2 X 1 = 2 marks
5.	a) Phones b) authorities	2 X 1 = 2 marks
6.	Accept any plausible justified answer, with or without reference to the text	
	WRITING	**12 marks**

1.	➔ Appropriate use of the data given ➔ Language	2 marks 2 marks
2.	Adherence to task and content Language Accuracy Mechanics of writing	3 marks 3 marks 2 marks
LANGUAGE		**6 marks**
1.	maintain – with – safe – eating – may – provide	6 X 0,5 = 3 marks
2.	bought – did not stop – talking – lawyers – had to – breath	6 X 0,5 = 3 marks

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ◇◇◇◇ **EXAMEN DU BACCALAURÉAT** **SESSION 2015**	Épreuve : **ANGLAIS** Durée : **2 H** Coefficient : **1**
Section : **Sciences Techniques**	**Session principale**

Le sujet comporte 4 pages

I-READING COMPREHENSION (12 marks)

A- THE TEXT

1) At the top of his addiction, Ryan Cleave had little time for his real life. "World of Warcraft", the video game, had crowded out everything: his wife, his children and his job as an English language professor in Edinburgh. Before classes or late at night while his family slept, he would squeeze in time at the computer. He would eat foods that **required** only one hand, leaving the other free to work the keyboard and mouse.

2) Living inside "WoW", "World of Warcraft", seemed preferable to the boredom of everyday life, especially when **it** involved fighting with his wife about how much time he spent on the computer. "Playing WoW makes me feel godlike," Ryan wrote, "I have absolute control and power. The real world makes me feel helpless - a crying child, a dead mobile phone battery - the smallest trouble in daily living feels disabling." His wife used one word to describe her feelings: "disgusted". She felt abandoned. "I couldn't believe that someone could choose a virtual family over a real one," she said.

3) Ryan's life began to fall apart. He realised that the teachers at university disliked him and wanted him gone. His kids hated him and his wife threatened to leave. Finally, he was convinced he had a serious problem. His self-examination pulled him back to reality. He went home and deleted the game from his computer. For the next week, he felt like an addict withdrawing from drugs. Staying away from WoW was difficult, but he did not reinstall the game. Rather, he worked on his professional life and was hired as an English language professor at a university in Florida, USA, where he became **game-free**.

Adapted from The Guardian. August 29, 2011

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

.....

.....

ANGLAIS (SECTION: Sciences Techniques)

B- COMPREHENSION QUESTIONS :

1) Read the text and tick (√) the right option (1mark)

The text is mainly about someone who finally

a) freed himself from his addiction. ☐

b) gave up his job and left his family. ☐

c) managed to start a different career. ☐

2) For each of the following statements, pick out one detail from the text showing that it is false (3 marks)

a) The video game « World of Warcraft » had almost no effect on Ryan's family and professional life. (parag1)

.....

b) For a new start, Ryan got a job as an English language professor in the United Kingdom. (parag3)

.....

c) Despite his addiction, Ryan did not face any problems at university. (parag3)

.....

3) Fill in the blanks with words from paragraph 2 (2 marks)

In his real world, Ryan feels rather .....in front of any problem; whereas in his world of gaming, he is powerful and in .....of everything.

4) Pick out 2 details showing the family's reaction to Ryan's addiction. (parag.3) **(2 marks)**

a) His wife ..... b) His children .....

5) Tick (√) the right explanation: (2 marks)

1) required (parag 1) **means:**

a) needed ☐ b) acquired ☐ c) rejected ☐

2) game-free (parag3) **means:**

a) playing games without paying ☐ b) without games ☐ c) able to play games ☐

6) What does the underlined word in the text refer to ? (1 mark)

'<u>it</u>' (parag 2) refers to ....

7) Give a personal justified answer to the following question (1 mark)

Would you advise people to choose video gaming to escape their problems ? Why or why not ?

I ..... advise people to choose video gaming to escape their problems because

.....

NE RIEN ECRIRE ICI

II- WRITING (12 marks)

1) Use the notes below to write the biography of Marie Curie (4 marks)

Date and place of birth	1867 / Warsaw, Poland
Achievements	discovery : polonium and radium / development of X-rays
Award	first woman / win / Nobel Prize / two different fields / physics and chemistry
Date and cause of death	1934 / prolonged exposure to radiation

.....

.....

.....

.....

2) Because of the huge amounts of rubbish piled up in the streets, you have decided to write a 10-line article for the local newspaper to call for an action plan to clean up your neighbourhood. (8 marks)

.....

.....

.....

.....

.....

.....

.....

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.....

NE RIEN ECRIRE ICI

III- LANGUAGE (6 marks)

1) Put the bracketed words in the right tense or form (3 marks)

Over the last five years, communication technology has been rapidly changing and expanding in every field. Smart phones are now capable of **(act)**.....as standalone computer devices that can take pictures, **(search)** ..... the Internet, send emails and text messages. While it might seem that the technology of today has reached its limits, it is still actually spreading. Only 20 years ago, personal computers were becoming small and **(afford)**..... enough for family home use. Since then, the world of technology **(show)** .....no signs of slowing down and practically every device available today is **(tie)** ..... to computer technology. It **(seem)** .....hard, these days, to imagine the huge size of first computers and how small they have become in the last decade. Isn't that wonderful!

2) Fill in the blanks with 6 words from the box. There are 2 extra items. (3 marks)

side – addicted – why – advantages – instead – similar – fast – into

The electronic cigarette was introduced to the USA in 2007. It offers those who are ..... to nicotine an alternative to smoking tobacco. Most "e-cigs" are .....in appearance. They don't contain tobacco; ....., there is a mechanism that heats up liquid nicotine, which turns .....vapour that smokers inhale and exhale. Manufacturers and satisfied smokers say that this nicotine vapour offers many..... over traditional cigarette smoke. But some health experts aren't sure. They are asking questions about the possible..... effects of inhaling nicotine vapour as well as other health risks e-cigarettes may pose, both to users and to the public.

ANGLAIS SCIENCES TECHNIQUES

EXPLICATIONS ET RECOMMANDATIONS

A. **Le texte:**

I. **LA COMPREHENSION DU TEXTE**

Vous avez un texte de 250 mots (10% plus ou moins) dont la compréhension est à la portée de l'élève moyen. On ne saura trop vous recommander de faire deux voire même trois lectures attentives du texte afin d'en dégager le thème et saisir quelques détails importants car il y aura toujours des questions qui portent sur **la compréhension globale** et des questions qui traitent des **détails**. Ne vous affolez pas surtout s'il y a quelques mots que vous ne connaissez pas; il y en a toujours dans un texte. Essayez de les comprendre à travers le contexte ou recherchez les préfixes ou les suffixes. Peut être vous n'aurez jamais besoin de les comprendre pour répondre aux questions!

N'oubliez pas les titres, sous titres et les notes de bas de page qui peuvent bien vous éclairer quant à la forme du texte (lettre, article, histoire, date, etc....) et à l'idée générale.

B. **Les questions:**

Ayant fait suffisamment d'exercices durant vos études (et dans les devoirs de synthèse) à l'école de base et au secondaire, vous n'aurez sûrement pas de surprises au niveau des types de questions. La recommandation capitale est de bien lire la consigne et de **s'y conformer**: si on vous demande de cocher une case, cochez-la, si on vous demande d'encercler une réponse, faites-le, et ce pour donner des réponses claires, nettes et convaincantes.

Pour les questions à choix multiples, il y a toujours **une et une seule bonne réponse** (sauf si l'on vous indique autrement dans la consigne). Les autres réponses (au nombre de deux en général) sont des leurres qui peuvent parfois vous tromper si vous ne faites pas attention; d'où la nécessité d'une lecture attentive.

Les questions qui consistent à compléter des tableaux ou des phrases vous sont très familières. Complétez toujours le tableau avec des détails relevés minutieusement du texte (des dates, des noms, etc…). La plupart du temps, on vous indique le paragraphe, ce qui facilite votre tâche. Evitez d'écrire des phrases toutes entières ou des tranches de phrases qui peuvent bien porter des détails à ne pas mettre dans le tableau.

Soyez donc précis et ne mettez pas de détails qui pourraient fausser la réponse.

Il y a aussi les questions où l'on vous demande de prouver par des détails ou des phrases relevées dans le texte que les affirmations proposées sont fausses. Là encore, vous vous y connaissez. Il est inutile et c'est même faux de répondre par 'vrai' ou 'faux' puisque les affirmations sont déjà fausses. Evitez également de mettre l'affirmation à la forme négative ou affirmative pour prouver qu'elle est incorrecte. Il faut tout simplement chercher le bon détail ou la bonne phrase dans le texte. Si vous mettez des détails, des mots ou des phrases superflues, vous risquez de perdre des points précieux. Aussi faut-il que la réponse soit claire et précise. Il vous est donc recommandé de bien comprendre les affirmations proposées et explorer le texte ou le paragraphe pour trouver le détail ou la phrase (parfois on vous demande des phrases) qui va à l'encontre de l'affirmation proposée.

Voici un exercice assez souvent utilisé depuis quelques années: un exercice à trous où l'on vous demande de relever des mots du texte pour compléter un résumé de ce dernier. Il est donc conseillé de bien lire ce résumé à trous deux ou trois fois tout d'abord. Ensuite une ou deux lectures du texte s'imposent; ceci vous permettra d'en comprendre l'idée générale. Maintenant, lisez le résumé encore une fois et complétez le sans oublier de le relire chaque

fois que vous ajoutez un ou deux mots pour s'assurer que les mots que vous utilisez vont bel et bien avec le sens général du paragraphe. On pourrait également vous demander de remplir les vides avec des informations tirées du texte. Là, c'est votre formulation de la réponse qui compte.

Les questions de référence (« What do the words refer to? ») sont parfois assez délicates. Le mot souligné dans le texte peut parfois remplacer un mot, plusieurs mots, une phrase, une idée ou même un paragraphe. Le plus souvent, le mot souligné a un caractère anaphorique, c'est-à-dire qu'il vous renvoie à un mot, un objet, une phrase- ou un paragraphe antérieur. Cependant, parfois il peut renvoyer à un mot, un objet, une phrase, ou un paragraphe postérieur. C'est pourquoi, il faut bien lire et relire le contexte avant et après le mot souligné pour donner une réponse précise et définitive.

Pour trouver des mots qui correspondent à des définitions proposées, vous disposez d'un atout très important: **le contexte.** Lisez donc bien les définitions et le paragraphe indiqué pour identifier les mots. N'oubliez pas de remplacer chaque fois le mot du texte par la définition pour vérifier si c'est bel et bien la bonne réponse. Une variation de cette technique consiste à rechercher l'antonyme de quelques mots présentés.

La dernière question de compréhension, depuis quelques années, est une question d'évaluation qui vous demande votre **avis personnel** et **justifié**. Ne la considérez pas comme une question détachée du texte. Partez de votre compréhension du texte pour donner une réponse courte (ne dépassez pas deux phrases), soyez clair et précis et surtout justifiez votre réponse. Ne faites pas des copies intégrales du texte.

Une question récemment ajoutée à la composante d'étude de texte porte sur les fonctions langagières. Le candidat est appelé à identifier la fonction exprimée par une déclaration ou une expression dans le texte ou à retrouver la déclaration/ ou l'expression qui correspond à une fonction donnée. Une connaissance des fonctions langagières et les expressions qui s'y rapportent est, donc, indispensable. Vous avez sûrement acquis un répertoire important de fonctions (apologizing, inviting, complaining, advising, suggesting, blaming, expressing surprise, a wish, regret, desire...) et les expressions qui y correspondent.

Une autre question pourrait consister à apparier les paragraphes du texte avec leurs titres (ou sous- titres) Vous avez sans doute remarqué que toutes les questions vous demandent d'exercer votre talent de lecture et d'étude de texte. Vous avez certainement fait beaucoup d'exercices de ce genre et bien d'autres encore.

II. LA LANGUE

Cette composante consiste en deux ou trois exercices visant à évaluer les acquis lexicaux ou/et grammaticaux du candidat.

Les exercices désormais classiques et les plus utilisés sont les exercices à trous qui vous sont très familiers. Dans la liste, il y a presque toujours deux mots de plus. Vous devez utiliser chaque mot **une et une seule fois**. Là encore votre savoir- faire de lecture et de compréhension sont mis à l'épreuve. Il convient donc de lire la liste des mots proposés et de procéder ensuite à une lecture attentive pour dégager le thème général du paragraphe. Si, en passant, vous reconnaissez l'emplacement d'un mot mettez y une croix et soulignez le mot au crayon. Au cas où le paragraphe a une introduction, la première phrase, généralement laissée intacte, vous aidera à comprendre le sens général du paragraphe. Maintenant lisez la liste des mots proposés encore une fois; le sens et la forme grammaticale vous diront si le mot est à mettre, à ne pas mettre ou à écarter. Lorsque vous réussissez à mettre un ou deux mots, relisez encore une fois le paragraphe pour voir si c'est bien la bonne réponse. Marquez au crayon (mettre une croix, souligner, encercler/barrer...) le(s) mot(s) déjà utilisé(s). Si vous

n'êtes pas sûr d'une réponse, évitez de vous attarder; mettez un point d'interrogation devant, au crayon bien sûr, et revenez-y ultérieurement. Et à ce propos, la gestion rationnelle du temps est vivement recommandée. Attention lorsque vous recopiez les mots, les fautes d'inattention peuvent vous coûter cher. En effet, il faut faire très attention à l'orthographe des mots, et si un mot est à utiliser au début d'une phrase, il doit impérativement commencer par une majuscule.

Dans l'exercice à choix multiples, vous avez le tronc qui est la phrase à compléter, suivi (dans le cas de l'épreuve d'anglais) de trois choix de réponse dont **une et une seule** est la bonne réponse. Les deux autres choix de réponse sont des leurres. Si vous êtes sûr de l'un des leurres, procédez alors par élimination et écartez le immédiatement pour passer de 33% à 50% de chance d'avoir la bonne réponse. Vous pourrez également lire le tronc et essayer de répondre mentalement sans vous soucier des trois choix proposés. Ensuite il faut confronter votre réponse avec les choix proposés. Si cette méthode ne marche pas, lisez le tronc suivi chaque fois de l'un des trois choix de réponse car la bonne réponse sonne bien la plupart du temps. S'il existe une continuité au niveau du sens et au niveau grammatical, c'est probablement la bonne réponse. Parfois il y a des troncs qui ne s'accordent pas grammaticalement avec les choix de réponse, ce qui facilite leur élimination!

Il y a lieu de noter, ici, que cet exercice peut être présenté sous la forme d'un tableau. Là, il faut bien lire la consigne : si on vous demande d'encercler le mot correct, faites-le. Si, par contre, on vous demande de réécrire le mot choisi dans le vide, il faut le faire.

Si l'un des exercices proposés est un exercice d'appariement (*'matching'*), il se présentera à peu près comme suit : un tableau dont la colonne „A" contient, par exemple, des parties de phrases numérotées et en ordre et dont la colonne „B" contient des parties de phrases en désordre. Il y a toujours (sauf si autrement indiqué) une partie de plus dans la colonne B: c'est un leurre.

Là encore votre savoir faire de lecture et de compréhension sont des atouts importants. Lisez donc les phrases/le dialogue dans la colonne 'A' et aussi le contenu de la colonne 'B' pour essayer de cerner l'idée clé du dialogue/paragraphe. Vous pouvez commencer par éliminer le leurre si vous le reconnaissez. Ceci réduit les choix de réponse et facilite votre tâche. Faites appel au sens et à votre connaissance des formes grammaticales et des fonctions pour trouver les bonnes réponses. Marquez chaque réponse définitive avec un crayon pour réduire le champ des choix à faire et faciliter votre travail. Relisez le dialogue/paragraphe chaque fois que vous trouvez une ou deux bonnes réponses pour en avoir le cœur net. Il faut toujours répondre (sauf si autrement indiqué dans la consigne) en indiquant la bonne lettre dans l'espace réservé aux réponses

1	2	3	4	5	6

L'un des exercices proposés peut être, entre autres, un exercice portant sur la conjugaison et la morphologie. C'est un exercice qui vous est familier. Il consiste en un paragraphe ou vous avez des mots (essentiellement verbes et/ou noms, généralement au nombre de six ou sept). Votre tâche consiste à mettre les mots dans les temps et/ou les formes corrects. Les formes pourraient être : un nom (singulier ou pluriel selon le contexte), un adjectif, un participe passé un adverbe, un participe présent (le mot +ing), la voix passive... Pour ce qui est de la conjugaison, on ne saura trop vous recommander de faire appel à votre talent de lecture et compréhension et de vous fier au sens tout d'abord tout en détectant les indicateurs de temps comme „last/next/ the previous week/month/year, ago, soon, tomorrow, two months/days / years later, in 1968, in the year 2002, since, for, recently, lately, rarely, generally, usually, never, often, always, now, nowadays..."

Un exercice ajouté récemment à la composante 'Langue' consiste à reformuler

conformément à une consigne précise **deux** phrases séparées. Là, votre savoir grammatical est mis à l'épreuve. Par exemple, on pourrait vous demander de reformuler la phrase en utilisant 'Unless,' ou en effectuant une inversion en commençant la phrase avec 'By no means'. On pourrait éventuellement tester votre connaissance de la voix passive, du style direct et indirect et des adjectifs composés de la même façon Il faut donc bien lire la consigne et la phrase initiale afin d'identifier la forme et/ou la règle grammaticale à employer dans la phrase reformulée.

III. L'EXPRESSION ECRITE

Deux exercices vous seront proposés : un exercice guidé et un exercice moins contrôlé (relativement libre) dont les thèmes sont familiers, motivants et intéressants.

Dans l'exercice guidé, on vous demandera de faire l'une des trois tâches suivantes :

- Vous avez à compléter un dialogue court.
- Vous avez à développer des notes pour avoir des phrases cohérentes
- Vous avez un tableau, un diagramme, un graphe ou une image à transformer en texte.

Dans l'exercice de rédaction relativement libre vous devez:

- bien comprendre le sujet proposé. Faites donc plusieurs lectures attentives du sujet et soulignez toute consigne à propos de la longueur, du format demandé (lettre, article, email, etc.) et du destinataire (ceci est très important pour le choix du degré de formalité de votre production) Notez aussi les verbes importants qui contrôlent la consigne comme „describe, analyze, compare, contrast, define, discuss, explain, and illustrate, state, …"
- prendre quelques minutes pour faire un plan,
- rédiger une introduction qui peut être une question à laquelle vous répondez dans la conclusion ou bien une affirmation que vous appuyez dans la conclusion
- rédiger des phrases courtes et claires,
- veiller à l'enchaînement logique et fluide des phrases et des paragraphes,
- éviter d'écrire des phrases superflues. D'ailleurs vous n'avez pas le temps de le faire, faire attention au temps employé et à l'accord sujet et verbe,
- éviter les articles inutiles,
- mettre les «s» de la troisième personne: „he make***s***"
- mettre les «s» du pluriel,
- éviter de mettre des «s» aux noms incomptables (advice, information, etc.),
- soigner votre écriture,
- utiliser la ponctuation à bon escient,
- gérer judicieusement votre temps,
- relire votre production afin de corriger toutes sortes de fautes

Les critères d'évaluation de cet exercice portent sur :

- adhérence à la tâche et adéquation du contenu
- exactitude lexicale et grammaticale
- ponctuation et orthographe

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ◇◇◇◇ **EXAMEN DU BACCALAURÉAT** **SESSION 2015**	Épreuve : **ANGLAIS** Durée : **2 H** Coefficient : **1**
Section : **Sciences Techniques**	**Session de contrôle**

Le sujet comporte 4 pages

I-READING COMPREHENSION

A- The text

1- In 2004, Tomas Belon was separated from his family for two days after a tsunami wave hit Thailand beaches. Now, 17, he is studying at Atlantic College in Great Britain. Tomas, from Spain, chose that college partly because of **its** lifeguard training programme. Besides, it is a residential college which brings together students from around the world.

2- Tomas' desire to help others comes after his family's experience on the 26th December, 2004.Tomas, his father, mother and brothers Simon, 5, and Lucas, 10, were staying at the Orchid Resort Hotel in the Khao Lak region of Thailand. Tomas, his father and Simon were in the swimming pool playing with a ball when the disaster hit. Mrs. Belon was watching as Lucas got out of the water to fetch the ball when they heard the roar of the 9-metre wave. When she resurfaced, Mrs. Belon and Lucas took refuge up a tree until being taken to hospital by a stranger.

3- Tomas and Simon were left stuck on the roof for hours until they heard the lifeguards calling them. It was two days before the entire family was reunited. Mrs. Belon spent more than a year being treated in hospitals in Singapore and Spain following a life-saving operation to repair injuries to her legs and chest. The story was told in last year's film, **The Impossible**.

4- Tomas said it was not just a story about his family but about all the families that had been affected. "The script was co-written by my mother. It stays true to what happened and it tells the story of the 300,000 people who died. We were lucky enough to survive."

BBC news Wales April 18, 2013

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

.....

.....

ANGLAIS (SECTION: Sciences Techniques)

B – COMPREHENSION QUESTIONS (12 marks)

1- Complete the table with information about Tomas Belon (focus on paragraph1) (3 marks)

Nationality	.....
Age in 2013	.....
Field of interest	.....

2- For each of the following statements, pick out one detail from the text showing that it is false(3 marks)

a) At the moment, Tomas is pursuing his education in his native country.(Paragraph 1)

.....

b) The Belons had nothing to do with the production of the film. (Paragraph 4)

.....

c) Mrs. Belon was not badly injured. (Paragraph 3)

.....

3- Fill in the blanks with 3 words from paragraph 4 (3 marks)

What the Belons endured provided the inspiration for the film **The Impossible.** Indeed, they were lucky they could ..... the disaster whereas hundreds of thousands of people ..... . That tragedy ..... many families.

4- Focus on paragraph 2 and find a word meaning: (1 mark)

loud deep continuing sound: .....

5- What does the underlined word in the text refer to? (1 mark)

"**its**" in paragraph **1** refers to: .....

6- Give a personal justified answer to the following question (1 mark)

Do you think that tragedies can deeply affect a person's life? Why? / Why not?

I think that tragedies .....affect a person's life because .....

.....

NE RIEN ECRIRE ICI

II- WRITING (12 marks)

1- Use the information in the table below to write a 4-line paragraph about the Organization for the Prohibition of Chemical Weapons (OPCW) (4 marks)

Foundation	29 April, 1997. The Hague, Holland
Members	500 members / 190 states
Aims	-Check nuclear sites worldwide -Use /chemical arms
Award	Nobel Peace Prize, 2013

.....

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.....

2-Many young people are migrating illegally to Europe. Write a 10-line article for your local newspaper in which you discourage them from risking their lives and explain what problems they may face even if they arrive in Europe safely. (8 marks)

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NE RIEN ECRIRE ICI

III- LANGUAGE (6 marks)

1- Circle the right alternative. (3 marks)

France is a country full of history and culture. It is one of Europe's **(great / greater / greatest)** tourist destinations thanks to its rich diversity. It is also **(renewable / renowned / renovated)** for its cookery and fashion. My experience in France is one of those that I will live to remember. There are specific sites that you cannot **(missed / have missed / miss)** to visit while in France. I was **(attracted / attractive / attracting)** by some of the historic cities, specifically Paris. I stopped at every beauty on every street corner of the city. It was very difficult **(to / with / for)** me to decide where to begin, and I was drawn to almost all the attractions, especially museums and monuments.
Most of Paris is **(suitable / worth / convenient)** seeing and exploring. It was a memorable trip, I must say!

2- Fill in the blanks with 6 words from the box. There are 2 extra items (3 marks).

Rapidly – rise- since - from – estimated – for – declining – inhabitants

The Internet is a modern invention. It has been used by ordinary people ..... many years. In March 2009, it was ..... that about 1.6 billion people used the World Wide Web. It represented about one-quarter of all the world's..... . In North America and Europe, percentages of Internet users vary..... 50 to 75. Poorer continents are far behind, with Africa having about 5.6 per cent of its people using the Internet. This number, however, is ..... Yet, although the use of the Internet is growing ..... , the threats it poses become increasingly alarming.

<table>
<tr><th colspan="2">CORRECTION</th><th>SCALE</th></tr>
<tr><td colspan="2">READING COMPREHENSION</td><td>12 marks</td></tr>
<tr><td>1.</td><td><table><tr><td>Nationality</td><td>Spanish</td></tr><tr><td>Age in 2013</td><td>17</td></tr><tr><td>Field of interest</td><td>Lifeguard training</td></tr></table></td><td>3 X 1 = 3 marks</td></tr>
<tr><td>2.</td><td>a. he is studying at Atlantic College in Great Britain.
b. The script was co-written by my/his mother.
c. Mrs. Belon spent more than a year being treated in hospitals in Singapore and Spain following a life-saving operation to repair injuries to her legs and chest.</td><td>3 X 1 = 3 marks</td></tr>
<tr><td>3.</td><td>survive - died - affected</td><td>3 X 1= 3 marks</td></tr>
<tr><td>4.</td><td>roar</td><td>1 mark</td></tr>
<tr><td>5.</td><td>→ Atlantic College (in Great Britain)</td><td>1 mark</td></tr>
<tr><td>6.</td><td>Any <u>plausible</u> and <u>justified</u> answer is accepted</td><td>1 mark</td></tr>
<tr><td colspan="2">WRITING</td><td>12 marks</td></tr>
<tr><td></td><td>□ Adherence to task
□ Language</td><td>2 marks
2 marks</td></tr>
<tr><td>2.</td><td>□ Adherence to task
□ Language
□ Mechanics of writing</td><td>3 marks
3 marks
2 marks</td></tr>
<tr><td colspan="2">LANGUAGE</td><td>6 marks</td></tr>
<tr><td>1.</td><td>greatest – renowned – miss – attracted – for – worth</td><td>6 X 0,5 = 3 marks</td></tr>
<tr><td>2.</td><td>for – estimated – inhabitants – from – declining - rapidly</td><td>6 X 0,5 = 3 marks</td></tr>
</table>